

Argyll and Bute Council
Comhairle Earra-Ghàidheal Agus Bhòid

Customer Services
Executive Director: Douglas Hendry



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1 September 2016

NOTICE OF MEETING

A meeting of the **COMMUNITY SERVICES COMMITTEE** will be held in the **COUNCIL CHAMBERS, KILMORY, LOCHGILPHEAD** on **THURSDAY, 8 SEPTEMBER 2016** at **10:30 AM**, which you are requested to attend.

Douglas Hendry
Executive Director of Customer Services

BUSINESS

1. APOLOGIES FOR ABSENCE

2. DECLARATIONS OF INTEREST

3. MINUTES

Community Services Committee 2 June 2016 (Pages 1 – 8)

4. ADULT LEARNING AND LITERACIES SERVICE

Presentation by Jeannie Holles, Adult Learning Manager

5. PERFORMANCE REPORT FQ1 - 2016/17

Report by Acting Executive Director – Community Services (Pages 9 – 16)

*** 6. EDUCATION VISION AND STRATEGY**

Report by Acting Executive Director – Community Services (Pages 17 – 40)

7. DELIVERING EXCELLENCE AND EQUITY IN SCOTTISH EDUCATION

Report by Acting Executive Director – Community Services (Pages 41 – 48)

8. INSPECTION OF THE EDUCATION FUNCTIONS OF ARGYLL AND BUTE COUNCIL (INEA)

Report by Acting Executive Director – Community Services (Pages 49 – 56)

9. **REVISED SCHOOL INSPECTION FRAMEWORK BY EDUCATION SCOTLAND**
Report by Acting Executive Director – Community Services (Pages 57 – 200)
10. **ADDITIONAL SUPPORT NEEDS REVIEW UPDATE**
Report by Acting Executive Director – Community Services (Pages 201 – 208)
11. **EDUCATION DIGITAL LEARNING AND TEACHING STRATEGY UPDATE**
Report by Acting Executive Director – Community Services (Pages 209 – 224)
12. **PARENTAL INVOLVEMENT STRATEGY PAPER**
Report by Acting Executive Director – Community Services (Pages 225 – 242)
13. **SKIPNESS PRIMARY SCHOOL**
Report by Acting Executive Director – Community Services (Pages 243 – 246)
- * 14. **STRATEGIC HOUSING INVESTMENT PLAN 2017/18 - 2021/22**
Report by Acting Executive Director – Community Services (Pages 247 – 260)
15. **EMPTY HOMES UPDATE**
Report by Acting Executive Director – Community Services (Pages 261 – 266)
16. **REMIT OF COMMUNITY SERVICES COMMITTEE**
Report by Executive Director – Customer Services (Pages 267 – 270)
17. **COMMUNITY SERVICES COMMITTEE WORK PLAN 2016/17** (Pages 271 - 272)

Items marked with an “asterisk” are items, on the basis of information available at the time this Agenda is published, on which the Committee may not have delegated powers to act, and which may therefore require to be referred to the Council or another Committee, and that referral may depend on the decision reached at the meeting.

Community Services Committee

Councillor Maurice Corry	Councillor Robin Currie (Chair)
Councillor Gordon Blair	Councillor Rory Colville
Councillor Mary-Jean Devon (Vice-Chair)	
Councillor George Freeman	Councillor Anne Horn
Councillor Neil MacIntyre	Councillor Robert Macintyre
Councillor John McAlpine	Councillor Roderick McCuish
Councillor Julie McKenzie	Councillor James McQueen
Councillor Aileen Morton	Councillor Elaine Robertson
Councillor Isobel Strong	Father David Connor
Alison Palmer	

Contact: Fiona McCallum Tel: 01546 604392

**MINUTES of MEETING of COMMUNITY SERVICES COMMITTEE held in the COUNCIL
CHAMBERS, KILMORY, LOCHGILPHEAD
on THURSDAY, 2 JUNE 2016**

Present: Councillor Robin Currie (Chair)

Councillor Gordon Blair	Councillor John McAlpine
Councillor Rory Colville	Councillor Roderick McCuish
Councillor Mary-Jean Devon	Councillor James McQueen
Councillor George Freeman	Councillor Aileen Morton
Councillor Anne Horn	Councillor Isobel Strong
Councillor Neil MacIntyre	Alison Palmer
Councillor Robert E Macintyre	

Also Present: Councillor Donald MacMillan

Attending: Cleland Sneddon, Chief Executive
Shona Barton, Area Committee Manager
Ann Marie Knowles, Acting Executive Director – Community Services
Donald MacVicar, Head of Community and Culture
Jane Fowler, Head of Improvement and HR
Louise Connor, Education Manager
Moira MacVicar, Housing Services Manager
Martin Turnbull, Youth Services Manager
John MacLeod, Chair, An Comunn Gàidhealach
John Morrison, Chief Executive, An Comunn Gàidhealach
David MacIntyre, The Market Specialists Consultants

1. APOLOGIES FOR ABSENCE

Apologies for absence were intimated from Councillors Maurice Corry, Julie MacKenzie and Elaine Robertson; and from Church Representative, William Crossan and Teacher Representative, William Marshall.

2. DECLARATIONS OF INTEREST

There were none intimated.

3. MINUTES

The Minute of the Community Services Committee held on 10 March 2016 was approved as a correct record.

4. EVALUATION OF ECONOMIC IMPACT OF ROYAL NATIONAL MOD OBAN 2015

Consideration was given to a report which introduced an independent report from consultants, The Market Specialists, showing the economic benefit of the Royal National Mod in October 2015 in Oban. A presentation was also given by David MacIntyre, Managing Director of the Market Specialists, John Morrison, Chief

Executive of An Comunn Gàidhealach and John MacLeod Chair of An Comunn Gàidhealach on the key findings of the report.

Councillor Robert E MacIntyre joined the meeting at this point.

Decision

The Committee noted the content of the report and thanked David MacIntyre, John MacLeod and John Morrison for their presentation.

(Reference: Report by Executive Director – Community Services dated 18 April 2016 and The Market Specialists report, Economic Impact Study of Royal National Mod in Oban October 2015 dated January 2016, submitted)

5. GAELIC LANGUAGE PLAN ANNUAL REPORT

A report updating the Committee on progress in delivering the Council's Gaelic Language Plan was considered.

Councillor Mary Jean Devon joined the meeting at this point.

Decision

The Committee agreed to:-

1. note the progress being made in delivering the Council's Gaelic Language Plan;
2. note that a number of the measures in the Plan have been updated to enable more accurate recording and more effective measuring of impact; and
3. note that as part of delivering the Plan, there will be a Gaelic Gathering hosted by the Council on 20 August 2016 in the Corran Halls, Oban.

(Reference: Report by Executive Director – Customer Services dated May 2016, submitted)

6. PERFORMANCE REPORT FQ4 - 2015/16

Consideration was given to a report on the Community Services FQ4 Performance Scorecard.

Councillor Anne Horn left the meeting at this point.

Decision

The Committee noted the performance for the quarter.

(Reference: Report by Executive Director – Community Services dated 2 June 2016, submitted)

7. INSIGHT UPDATE

The Committee received an informative presentation from the Acting Executive Director of Community Services and the Education Manager updating them on Insight. The presentation covered what Insight was, the performance measures that are used and the information that the Insight toolkit could provide. The presentation also provided Members with performance data collected for Argyll and Bute for previous years and with information on the National Improvement Framework. Following the presentation Members were given the opportunity to ask questions.

Decision

The Committee noted -

1. the content of the presentation and thanked the Acting Executive Director and Education Manager for the valuable information provided;
2. that copies of the presentation would be provided to Members via email.

(Reference: Presentation by Acting Executive Director of Community Services and Education Manager)

8. SCHOOL HOLIDAYS 2017 - 18

The major school holiday arrangements for Argyll and Bute for session 2017/2018 require to be set by the Council and a report advising on the process being taken in advance of the final pattern of school holidays and in-service days being brought before the Committee for agreement was considered.

Motion

That the Committee agree:-

1. to note the approach being taken to consult on the proposed arrangements for school holidays in session 2017/2018;
2. to note that further consultation with appropriate Unions on the proposal for school holiday arrangements in session 2017/2018 will be taken forward; and
3. that the final pattern of school holidays and in-service days be presented for consideration at the September Community Services Committee meeting.

Moved Councillor Robin Currie, seconded Councillor Rory Colville.

Amendment

Members of the Community Services Committee note the contents of the report relating to the proposed school holidays for 2017-18 and;

1. agree that the proposed dates are a major departure from the existing arrangements and are likely to cause major concerns for many parents/carers/employers within the Helensburgh and Lomond Area;

2. agree to support the views of Parent Councils in the Helensburgh and Lomond Area and reject the proposed dates for school holidays within that area;
3. request that officers discuss the proposed school holiday dates for 2017/18 with neighbouring local authorities and bring forward proposals that are in line with the current arrangements.

Moved Councillor George Freeman, seconded Councillor Isobel Strong.

The Committee adjourned for lunch at 1.10pm and reconvened at 1.30pm.
Councillor John MacAlpine was not present at this point.

The Chair advised that he would not be accepting the aforementioned Amendment by Councillor George Freeman, seconded by Councillor Isobel Strong, as it was premature in that the consultation process had still to be completed.

The Chair invited Members to bring forward any further amendments.

Amendment

That the Committee continue consideration of the matter until the next meeting of the Community Services Committee.

Moved Councillor George Freeman, seconded Councillor Isobel Strong.

The requisite number of Members present required the vote to be taken by calling the roll and Members voted as follows –

Motion

Councillor Rory Colville
Councillor Robin Currie
Councillor Mary Jean Devon
Councillor Roderick McCuish
Councillor Neil MacIntyre
Councillor James McQueen
Councillor Aileen Morton

Amendment

Councillor Gordon Blair
Councillor George Freeman
Councillor Robert E MacIntyre
Councillor Isobel Strong

Decision

The Motion was carried by 7 votes to 4 and the Committee resolved accordingly.

(Reference: Report by Executive Director – Community Services dated 2 June 2016, submitted)

Councillor John MacAlpine rejoined the meeting at this point.

9. YOUTH SERVICES - YOUTH STRATEGY

A report providing information to elected Members of the developments within Argyll and Bute Youth Services, to highlight recent service activity and to outline the detail of the National Youth Work Strategy and Youth Work Outcomes was considered.

Decision

The Committee agreed to:-

1. note the current development of Youth Services and the publication of The National Youth Work Strategy (Our ambitions for improving the life chances of Young People in Scotland);
2. note progress within Argyll and Bute in achieving the ambitions of the Strategy; and
3. endorse the adoption by Youth Services of the new National Youth Work Outcomes.

(Reference: Report by Executive Director – Community Services dated 2 June 2016, submitted)

10. SECONDARY SCHOOL YOUTH ENGAGEMENT OFFICERS

Consideration was given to a report advising of a proposal by Police Scotland to deploy Youth Engagement Officers in three secondary schools in Argyll and Bute.

Councillors Robert E MacIntyre and Isobel Strong left the meeting at this point.

Decision

The Committee agreed to:-

1. accept the offer from Police Scotland for the deployment of Youth Engagement Officers in Hermitage Academy, Dunoon Grammar School and Oban High School; and
2. note the proactive approach being taken to raising community awareness of the deployment of Youth Engagement Officers.

(Reference: Report by Executive Director – Community Services dated 30 March 2016, submitted)

11. HERMITAGE ACADEMY CURRICULUM REVIEW

Consideration was given to a report which provided an update to the Committee of the progress in taking forward the action plan arising from the internal review of the senior phase curriculum at Hermitage Academy which was carried out during August to November 2015.

Decision

The Committee agreed to:-

1. note the progress achieved by Hermitage Academy, supported by Education Services in taking forward the key actions arising from the internal review of the senior phase curriculum at Hermitage Academy; and

2. note that a further progress report will be presented to a future Community Services Committee meeting.

(Reference: Report by Executive Director – Community Services dated 2 June 2016, submitted)

12. EDUCATION STRATEGY

A report advising elected Members of the introduction of a formal Education Vision and Strategy was considered. This document has been prepared by Education Services to allow the Service to effectively respond to the changing National and local policy contexts and, in doing so, ensure the future delivery of an Education Service which supports our children, young people and communities to achieve the best possible outcomes.

Councillor James McQueen left the meeting at this point.

Decision

The Committee agreed:-

1. to note the preparation of a draft Education Vision and Strategy;
2. to note the proposed timescales for taking forward the consultation, review and revision of this important document; and
3. that a further report be presented to the September meeting of the Committee following consultation.

(Reference: Report by Executive Director – Community Services dated 2 June 2016 and draft Education Vision and Strategy dated 5 May 2016, submitted)

13. HOME ENERGY EFFICIENCY PROGRAMMES FOR SCOTLAND: AREA BASED SCHEME (HEEPS: ABS)

For the past three years the Scottish Government has provided grant funding to the Council for energy efficiency home improvements through the Home Energy Efficient Programme for Scotland: Area Based Schemes (HEEPS: ABS), in order to meet their target to alleviate fuel poverty, as far as reasonably practicable, by 2016 and to reduce greenhouse gas emission by 42% by 2020 (based on 1990 levels) in accordance with the Scottish Climate Change Act 2009. A report summarising the progress of the Argyll and Bute HEEPS: ABS and seeking approval for the proposals for the 2016/17 scheme and beyond was considered.

Councillor James McQueen re-joined the meeting at this point.

Decision

The Committee agreed:-

1. to note the HEEPS: ABS proposals for 2016/17 as detailed at paragraph 4.7 of the report; and

2. the proposal to target areas, in future years as funding allows, that have not previously benefitted from energy efficiency improvements, as set out in paragraph 4.9 of the report.

(Reference: Report by Executive Director – Community Services dated 19 May 2016, submitted)

14. COMMUNITY SERVICES COMMITTEE WORK PLAN

Consideration was given to the work plan to facilitate forward planning of reports to the Community Services Committee.

Decision

The Committee -

1. noted the contents of the work plan and;
2. noted that Schools Holidays 2017-18 and Education Strategy would be added as items for the September meeting.

(Reference: Community Services Committee Work Plan dated June 2016, submitted)

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

8th September 2016

PERFORMANCE REPORT FQ1 2016/2017

1.0 EXECUTIVE SUMMARY

- 1.1 This report presents to the Community Services Committee the Community Service Performance Scorecards for FQ1 and asks Members to review performance for the quarter.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

DATE 2016

Performance report FQ1 2016/2017

2.0 INTRODUCTION

2.1 This report presents to the Community Services Committee the Community Service Performance Scorecards for FQ1 and asks Members to review performance for the quarter

3.0 RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee review departmental performance for FQ1.

4.0 DETAIL

4.1 Community Services performance scorecards for FQ1 2016/2017 are attached for review by the Committee.

5.0 IMPLICATIONS

5.1 Policy – None.

5.2 Financial – None

5.3 Legal – None.

5.4 HR – None.

5.5 Equalities – None

5.6 Risk –None.

5.7 Customer Service - None

Ann Marie Knowles
Acting Executive Director of Community Services
12th August 2016

For further information contact:

Tommy Welch, Graduate Trainee, thomas.welch3@argyll-bute.gov.uk or telephone: 01546 604467.

APPENDICES

Appendix 1: FQ1 Performance report and scorecards – Community Services

Key Successes

- 22 Classroom and Additional Support Needs Assistants received certificates for the SQA Professional Development Award (PDA) in Education Support Assistance
- Three turf cutting events were held in June to celebrate the new schools that are being built in Argyll and Bute. The new £26 million high school in Campbeltown, the £36 million new high school in Oban and the new Kirn primary school. A special thanks to Schools Development Manager Michael Casey and David Logan Special Projects Manager and their teams for making the new investment happen
- % of positive destinations is at 92.7% which is slightly higher than the National average
- Number of exclusions within secondary schools – number of incidents recorded remains below the target for this quarter
- Secondary schools attendance figures are above the target of 93% for the quarter, with the actual figure sitting at 94.7%
- Luss Primary School are the Scottish Champions of this year's Total Green Award
- Number of adults accessing community based adult learning exceeds the target of 350 with 698 users
- The number of people accessing Council pools far exceeds the target of 75,000 with the actual figure 93,194 for this quarter
- The number of people accessing Council gyms far exceeds the target of 23,001 with the actual figure 28,245 for this quarter
- The number of times libraries have been used by external agencies is well above its target of 360 with the actual figure being 593 for the quarter
- The number of children's swimming lessons completed for this quarter is above the target of 4,500 with the actual figure being 4,617
- 15 Syrian families have now been resettled in Bute
- We have one of our Syrian men has secured permanent employment. The Home Office has selected Argyll and Bute Council to pilot their project which provides support for families wishing to set up their own business on Bute. We currently have 6 of our families taking part in this pilot. This is a huge endorsement of the excellent work that is being carried out and a huge credit to Argyll and Bute Council
- The process continues to be so successful due to the fantastic contribution from partners and the local community highlighting the importance of partnership working and show casing how successful it can be

Key Challenges

1. Reducing the number of days lost through sickness absence across Community Services.
2. Reviewing the implementation of the new National Qualifications.
3. Meeting the requirements of new legislation e.g. Self-Directed Support Act, Children and Young People's Act 2014 and Community Empowerment Act, etc. and emerging legislative changes such as the Education Bill and Carers Bill.
4. Achieving target for the completion of PDRs during the quarter.
5. Increasing positive destinations for young people in the current economic climate
6. Continue to raise attainment specifically in reading, writing and numeracy for every child in line with the new National Improvement Framework for Education.
- 6.1. Continue to work to close the gap between the most and least disadvantaged children in school as outlined in the new National Improvement Framework.
- 6.2. Introduction of new national standardised assessments in P1, P4, P7 and S3 which focus on progression on literacies and numeracy as part of the new National Improvement Framework.
7. Ongoing challenges associated with teacher recruitment in certain locations and for certain subjects to assist the authority to meeting its commitment in relation to teacher numbers.
8. Our refugee re-settlement on the Isle of Bute and support arrangements
9. Delivering excellence and equity in Scottish Education – deliver on the outcomes for the authority
10. Inspection of Education Services

Action points to address the challenges

1. Continue to work to ensure that return to work interviews are completed for all periods of sickness absence by targeting individual Managers and Team Leaders in the context of performance. Staff to be offered appropriate support in the management of this issue.
2. Continue to support work on curriculum design to reflect the new Curriculum for Excellence framework and training on the new secondary benchmarking toolkit. The examination results for session 2014/15 will be analysed in detail and used to review the curricula available within secondary schools.
3. Meeting the requirement of all new legislation.
4. Implementation of a new process for the recording of PRDs which will include a review of the quality of completed reviews.
5. Detailed and individualised information and advice for school leavers is being provided in conjunction with Skills Development Scotland. Multi agency plan to meet the recommendations of Scotland's Young Workforce currently being implemented.
6. Continue to develop the new Education Strategy to deliver on the new National Improvement Framework and the additional duties in the updated Education Act.

7. Recruiting and retaining staff who have a focus on developing consistency and quality. Continue to work with the Council's HR service to advertise and recruit into vacant posts within the Oban and Mid Argyll areas.
8. Detailed multi agency support arrangements in place for the refugee families, co-ordinated by the refugee resettlement group.
9. A timetable will be shared at Community Services Committee and with the Education Team, Head Teachers and parents
10. A detailed programme is in place for the delivery of the Education Inspection.

Making A&B a place people choose to live

SOA Outcome - People live active, healthier and independent lives	Success Measures	6	A
	On track	4	

SOA Outcome - People live in safer and stronger communities	Success Measures	5	R
	On track	3	

SOA Outcome - Children and young people have the best possible start	Success Measures	22	A
	On track	21	

Making A&B a place people choose to learn

SOA Outcome - Education, skills and training maximises opportunities for all	Success Measures	64	A
	On track	61	

Making A&B a place people choose to work

SOA Outcome - The economy is diverse and thriving	Success Measures	2	G
	On track	2	

SOA Outcome - We have infrastructure that supports sustainable growth	Success Measures	2	G
	On track	2	

Making it happen

Supporting Outcome - Service Delivery Enablers	Success Measures		
	On track		



Making Argyll and Bute a place people choose to live, learn, work and do business

IMPROVEMENT					Status Trend
Improvement Plan Outcomes CM	Total No	Off track	On track	Complete	A →
	49	0	13	36	
CARP Community Services	Total No	Off track	On track	Complete	G →
	91	0	89	2	
Customer Service CM	Number of consultations				3
Customer Charter	Stage 1 complaints	36 %	R	↓	
Customer satisfaction	Stage 2 complaints	75 %	R	↑	
Community Services Audit Recommendations	Overdue	Due in future	Future - off target		
	0 →	7 ↓	0 ↑		
CM Average Demand Risk	Score	9	Appetite	9	→
CM Average Supply Risk	Score	8	Appetite	8	→
Health & Safety	Overdue	Rescheduled	Actions in Plan	Complete	
Service H&S Plan Actions					
H&S Investigation Actions	0	0	0		

Community Services Scorecard 2016-17














Scorecard owner **Ann Marie Knowles** FQ1 16/17

Click for Full Outcomes

P Priorities for 2015-17: Community Services

RESOURCES






People	Benchmark	Target	Actual	Status Trend
Sickness absence CM [LGE]		2.0 Days	2.2 Days	R ↑
Sickness absence CM [teachers]		1.6 Days	1.5 Days	G ↑
PRDs % complete		90 %	53 %	R
Financial		Budget	Forecast	
Finance Revenue totals CM		£K 79,533	£K 79,533	G ↑
Capital forecasts - current year CM		£K 0	£K 0	
Capital forecasts - total project CM		£K 0	£K 0	
Asset management red risks	0			

SOA Outcome - The economy is diverse and thriving 			
			
CC05 Argyll and Bute's economic success is built on a growing population	Success Measures	2	
	On track	2	
SOA Outcome - We have infrastructure that supports sustainable growth 			
			
CC07 People access a choice of suitable & affordable housing options ...	Success Measures	2	
	On track	2	
SOA Outcome - Education, skills and training maximises opportunities for all A			
CC03 Our adults are supported to access learning opportunities ...	Success Measures	2	
	On track	2	
ED01 Primary school children are enabled to increase levels of attainment ...	Success Measures	25	A
	On track	24	
ED02 Secondary school children are enabled to increase levels of attainment ...	Success Measures	17	
	On track	17	
ED03 Education Central Management Team ensures continuous improvement ...	Success Measures	8	A
	On track	7	
ED05 An effective system for Opportunities for All will operate in all secondary schools	Success Measures	4	A
	On track	3	
ED06 Education staff have increased capacity for leadership ...	Success Measures	5	
	On track	5	
ED08 Young people have the opportunity to access accredited wider learning opportunities	Success Measures	3	
	On track	3	

Community Services Scorecard 2016-17

FQ1 16/17

[Click for Full Scorecard](#)

SOA Outcome - Children and young people have the best possible start A			
CC01 Our young people are supported to lead more active and healthier lives	Success Measures	2	
	On track	2	
ED04 Educational additional support needs of children & YP are met ...	Success Measures	8	
	On track	8	
ED07 Young children and their families assisted to achieve best start in life ...	Success Measures	12	A
	On track	11	
SOA Outcome - People live active, healthier and independent lives A			
CC02 Raised lifelong participation in sport ... healthy lives	Success Measures	3	
	On track	3	
CC04 Less people will become homeless ... thru proactive approach ...	Success Measures	3	R
	On track	1	
SOA Outcome - People live in safer and stronger communities R			
CC06 Third Sector & communities ... enabled ... developing communities	Success Measures	1	R
	On track	0	
CC08 Improved literacy, health ... access to ... culture, libraries & museums	Success Measures	4	A
	On track	3	

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****8 SEPTEMBER 2016**

EDUCATION VISION AND STRATEGY

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of the paper is to advise Elected Members of the outcome of the process of consultation on the Education Vision and Strategy. *Our Children, Their Future* has been prepared by Education Services to allow the Service to effectively respond to the changing national and local policy contexts and, in doing so, ensure the future delivery of an Education Service which supports our children, young people and communities to achieve the best possible outcomes.

The strategy sets out:

- The policy context;
- The key ambitions for our children, young people and communities;
- The Education vision;
- An overview of the Education Services Strategy;
- Cross cutting themes;
- Our 6 Key objectives;
- How services will action the strategy;
- How we will report on outcomes, and
- The proposed approach to monitoring and reviewing the implementation of the Education Strategy.

Prior to wider consultation, the initial document presented to Community Services Committee in June 2016 had been prepared by members of Education Services supported by feedback from an initial reference group.

Consultation has now taken place with Educational Establishments, ELCC settings, Parent Council members, 3rd sector and voluntary organisations. This information has been considered and collated to inform the final version of *Our Children, Their Future* presented with this paper.

2.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- (1) Note the consultation feedback on the draft Education Vision and Strategy;
- (2) Approves the final version of the Education Vision and Strategy, and
- (3) Recommends to Council the approval of the Education Vision and Strategy.

EDUCATION VISION AND STRATEGY

3.0 INTRODUCTION

- 3.1 The purpose of the paper is to advise Elected Members of the outcome of the process of consultation on the Education Vision and Strategy. *Our Children, Their Future* has been prepared by Education Services to allow the Service to effectively respond to the changing national and local policy contexts and, in doing so, ensure the future delivery of an Education Service which supports our children, young people and communities to achieve the best possible outcomes.

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Consultation has now taken place with Educational Establishments, ELCC settings, Parent Council members, 3rd sector and voluntary organisations. This information has been considered and collated to inform the final version of *Our Children, Their Future* presented with this paper.

4.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- (1) Note the consultation feedback on the draft Education Vision and Strategy;
- (2) Approves the final version of the Education Vision and Strategy, and
- (3) Recommends to Council the approval of the Education Vision and Strategy.

5.0 DETAIL

5.1 Consultation Process

An initial reference group had been asked to consider *Our Children, Their Future*, utilising a number of key questions to ascertain their views of the strategy, as well as presenting suggested changes or alteration, with a full consultation taking place from May to July 2016.

28 collated responses to the consultation have been received. These responses are in addition to the extensive comments from the Central Education Team which were used to inform the shaping of the draft document which was then circulated for consultation.

The following responses have been received:

- Focus group comprising a Secondary Head Teacher, a Primary Head Teacher, a Community Learning and Development worker and an Education Officer
- Secondary Head Teacher Focus Group
- Local Area Head Teacher meetings
- A&B 3rd Sector Interface
- Early Learning and Child Care settings
- Primary Schools
- Primary School Parent Councils
- Youth Enquiry Services
- A+B Adult Learning and Literacy Services
- Educational Psychology Service
- One individual response

5.2 High Level Messages

The key high level messages are as follows:

- Overall, the responses to the strategy are positive with this clear statement of direction for Education Services being greatly welcomed.
- 60% of the collated responses reflect the title of the document is appropriate. Alternative suggested titles for the document include
 - *Planning the Future in the Present*
 - *Learning for Success*
 - *Learning for the Future*
 - *Better Education, Better Lives*
 - *Our Children, Everyone's Future*
 - *Your Children Their Future*
- Many respondents feel the language needs to be simplified in places and sentences shortened.
- Many highlight a need for a shorter, clearer version to make this document accessible to parents and some other stakeholders, as well as considering

a way of making this strategy accessible and meaningful to children and young people.

- Many respondents request increased information on how this strategy will be translated in to practice across the whole Education Service, how this will be monitored and how impact will be identified.
- Concerns have been expressed over the meaningful delivery of this strategy given financial constraints and reducing services.
- While continuous improvement is viewed as important, some schools are urging caution over managing the number of changes or new developments expected.

5.3 Response to the consultation

Following a thematic analysis of all responses, changes have now been made to *Our Children, Their Future*. This has included shortening sentences and further explaining more technical language. As most respondents were positive about the title, the document will continue to be named *Our Children, Their Future*.

More explicit information on *Planning to Deliver Improved Outcomes* has also been added at section 8. This details that Education Services, in delivering the Education Vision and Strategy will:

1. Take action to deliver the key ambitions for our children, young people and communities;
2. Monitor progress against clear measures which are found in Council, Service and School Improvement Plans, and
3. Sustain continuous improvement and address agreed areas for further development highlighted through self-evaluation.

5.4 Next steps

The following action will now be taken:

- With agreement from Community Services Committee, the final version of *Our Children, Their Future* will be formatted and published electronically and in hard copy.
- The information in section 5 that provides an overview of the cross cutting themes, key objectives and associated priority actions will be developed as a strategy on a page, and produced in poster form.
- Work will now be progressed to produce a summary version of the strategy for parents along with a format that is accessible to children and young people.

6.0 CONCLUSION

- 6.1 This Strategy presents an opportunity for Education Services to effectively respond to the changing National and local policy contexts to ensure the future delivery of an Education Service which supports our children, young people and communities to achieve the best possible outcomes. It is important that *Our*

Children, Their Future is shared widely, understood by all and used as a working document to shape the delivery of education services across all areas.

7.0 IMPLICATIONS

- 7.1 Policy: This strategy presents an opportunity for the Education Service to effectively respond to the changing policy context at both National and Local levels.
- The strategy makes an effective contribution to SOA outcomes 3 and 4.
- 7.2 Financial: None
- 7.3 Legal: None
- 7.4 HR: None
- 7.5 Equalities: The strategy takes account of the statutory duties on local authorities to plan for reducing educational inequalities of outcome
- 7.6 Risk: None
- 7.7 Customer Service: None

Ann Marie Knowles
Acting Executive Director of Community Services
September 2016

CLLR Rory Colville
Policy Lead for Education and Lifelong Learning

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APPENDICES

Appendix 1: Final Draft Education Vision and Strategy

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Community Services: Education

Our Children, Their Future

Education Vision and Strategy

**** accurate map of Argyll and Bute to be added ****

Final Draft for Community Services Committee September 2016

CONTENTS

1. Introduction
2. Policy Context
3. Local Context
4. Our Children, Their Future: The Vision
5. Education Service Strategy Overview
6. Cross Cutting Themes
7. Our 6 Objectives
8. Planning to Deliver Improved Outcomes
9. Reporting on Outcomes
10. Monitoring and review of Our Children, Their Future

draft

1. INTRODUCTION

The period 2016-19 is an exciting time for Scottish Education. Our children and young people's futures are at the forefront of national and local policy. Nationally, the key building blocks for a truly excellent education system are being assembled to reach the national ambition of making Scotland the best place in the world for a child to grow up. In Argyll and Bute, the message is even clearer. These are *Our Children, Their Future* and we want Argyll and Bute to be the best place to grow up. We want young people and families to remain in this area, and be attracted to live here.

To realise that ambition we need to take these important national building blocks and stitch them together within Argyll and Bute. This will allow us to produce a coherent set of policies that deliver an equality of educational opportunity and improve attainment for all. This starts from work we do with families before a child is born all the way through to making sure our young people move on to training, work or further education at the end of their school career.

This strategy will clearly identify the Education Service vision and embedded this throughout *Our Children, Their Future*. High level objectives will deliver this vision, with associated priority actions. It is the responsibility of everyone within the Education Service to contribute to the delivery of these priority actions. While plans at all levels require to be linked to our high level objectives, there will continue to be flexibility to allow schools and services to respond to the needs of their own communities.

This strategy includes objectives and priorities and will be supported by a plan that sets out the specific actions we will take to deliver our vision. We will report on our progress annually.

2. POLICY CONTEXT

This is a time of significant change for Education and Children's Services. The pace of change, the drive to improve services and the financial context combine to place increasing demands on the delivery of education. Despite these challenges, it is important that we remain ambitious to ensure the best outcomes for our children and young people.

The National Outcomes for Scotland include:

Our children have the **best start in life** and are ready to succeed

Young people are equipped through their education to become **successful learners, confident individuals, effective contributors and responsible citizens**

We have tackled the **significant inequalities** in Scottish society

We have **improved the life chances** for children, young people and families at risk

These are inarguably the driving forces behind the work we do and are reflected in national strategies such as the National Improvement Framework for Scottish Education and in our local strategies for delivering services in Argyll and Bute.

The **National Improvement Framework (NIF)** for Scottish Education and the underpinning Education (Scotland) Act 2016 seek to draw a number of these areas together at a national level and helpfully clarifies the vision as delivering **excellence through attainment** and **achieving equity**.



The NIF is supported by four national priorities:

- *Improvement in attainment, particularly in literacy and numeracy;*
- *Closing the attainment gap between the most and least disadvantaged children;*
- *Improvement in children and young people's health and wellbeing;*
- *Improvement in employability skills and sustained, positive school leaver destinations for all young people*

The development of a framework that is focused on outcomes and able to represent the full range of a child's educational experience is strongly welcomed. The national vision and key priorities will support us in improving outcomes for children in Argyll and Bute and help us deliver on the Single Outcome Agreement (SOA) with the Scottish Government. SOAs are the way in which Community Planning Partnerships deliver improved outcomes for their communities. They are based on a clear understanding of local needs and reflect agreed local priorities, as well as the NIF described above.

Locally, we work in partnership with others to identify and deliver on clear shared objectives through the Integrated Children's Service Plan (ICSP), which will be reviewed regularly. The ICSP outlines how services work together to improve outcomes for children and young people. The Scottish Government, Education Scotland and local authorities have a strong commitment to raising attainment for all and addressing barriers to learning. There is a clear focus on overcoming disadvantage and reducing the significant gap in educational attainment between the

most and least deprived children and young people. The term *disadvantage* is used to describe children and young people who are experiencing barriers to learning caused by factors including

- deprivation
- **rural isolation**
- additional support needs
- Looked After status

3. OUR CHILDREN, THEIR FUTURE: THE VISION

Our aspiration is to ensure that Argyll and Bute is the best place in Scotland for our children to grow up. Our vision sends a signal about the importance we attach to education, is simple in message and is recognised by everyone. This is best captured as:



Our vision is underpinned by our values: **respect, openness and fairness.**

This vision will be delivered for all our children through the following 6 key objectives.

We will:

Raise educational attainment and achievement for all

Use performance information to secure improvement for children and young people

Ensure children have the best start in life and are ready to succeed

Equip young people to sustain positive destinations and achieve success in life

Strengthen partnership working and community engagement

Strengthen leadership at all levels

Our strategy for realising this vision is best explained by showing how our six objectives link to priority actions. Further explanation around each objective is provided within the section *Our 6 Objectives* beginning on page 10. Everyone in Education is responsible for the delivery of the key actions. This will be achieved through improvement planning in schools, establishments and services, ensuring our values are reflected in all that we do.

4. LOCAL CONTEXT






Argyll and Bute is geographically the second largest authority in Scotland. Education is delivered in a range of settings, including

- Child minding
- Early Learning and Child Care
- Primary and secondary schools including the delivery of Gaelic Medium Education
- One special school
- Youth learning services
- Partnerships with local colleges

The size of schools varies significantly across the authority with primary school rolls ranging from under five to around 400, and secondary school rolls ranging from around 25 to over 1300. There are currently 25 primary schools with a roll of under 20 pupils. The needs of most pupils, even those with significant and complex needs, are met within mainstream classes or in learning centres situated within mainstream schools. A very small, and reducing, number of children and young people are educated in day and residential schools outwith Argyll and Bute.

Argyll and Bute is an area of outstanding natural beauty sitting within an ancient landscape with a strong cultural identity. Today, the culture of Argyll and Bute is reflected in its traditional industries of fishing, farming and crofting, sports such as shinty and in its world class musicians and artists as well as its modern commercial industries such as wind turbine production and fish farming.

5. EDUCATION STRATEGY SERVICE OVERVIEW

Single Outcome Agreement (SOA) Outcome 3: Education, skills and training maximises opportunities for all Outcome 4: Children and young people have the best possible start	
Cross cutting themes	Education Service Key Objectives and associated Priority Actions
<div style="text-align: center;">  a. Legislative compliance </div> <div style="text-align: center; margin-top: 20px;">  b. Getting it right for every child (GIRFEC) practice model </div> <div style="text-align: center; margin-top: 20px;">  c. Prevention and early intervention </div> <div style="text-align: center; margin-top: 20px;">  d. Evidence based practice </div> <div style="text-align: center; margin-top: 20px;">  </div>	<ol style="list-style-type: none"> 1. We will raise educational attainment and achievement for all, by <ul style="list-style-type: none"> • Improving the overall quality of learning experiences • Tackling disadvantage and deprivation to close the attainment gap • Improving literacy, numeracy and health & wellbeing outcomes for children and young people • Continually improving curriculum design and development 2. We will use performance information to secure improvement for children and young people, by <ul style="list-style-type: none"> • Effectively assessing, tracking and monitoring the progress of our children and young people • Implementing strong self-evaluation, quality assurance and improvement planning • Clear reporting of outcomes 3. We will ensure children have the best start in life and are ready to succeed, by <ul style="list-style-type: none"> • Providing high quality Early Learning and Child Care • Working with parents, families and partners 4. We will equip young people to secure and sustain positive destinations and achieve success in life, by <ul style="list-style-type: none"> • Equipping children and young people with knowledge and skills for learning, life and work • Promoting entrepreneurial learning • Supporting lifelong learning 5. We will ensure high quality partnership working and community engagement, by <ul style="list-style-type: none"> • Developing and strengthening parental engagement and participation • Improving curriculum links between schools and colleges • Developing and strengthening partnerships with business, the community and other agencies 6. We will strengthen leadership at all levels, by <ul style="list-style-type: none"> • Focusing on effective educational leadership • Promoting career long professional development for all staff • Providing professional learning opportunities for front line services • Maximising the use of resources

6. CROSS CUTTING THEMES

As shown above, 4 themes have been identified that cut across and influence all 6 objectives. These are

- a. Legislative compliance
- b. Getting it right for every child (GIRFEC)
- c. Prevention and early intervention
- d. Evidence based practice

a. Legislative compliance

It is centrally important that all policy, guidance and practice complies with the legislation that determines how education should be delivered to meet the needs of all children and young people. The key legislation that guides our delivery of services includes

Education (Scotland) Act 1980

Standards in Scotland's School etc. Act 2000

Scottish Schools (Parental Involvement) Act 2006

Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009

Equality Act 2010

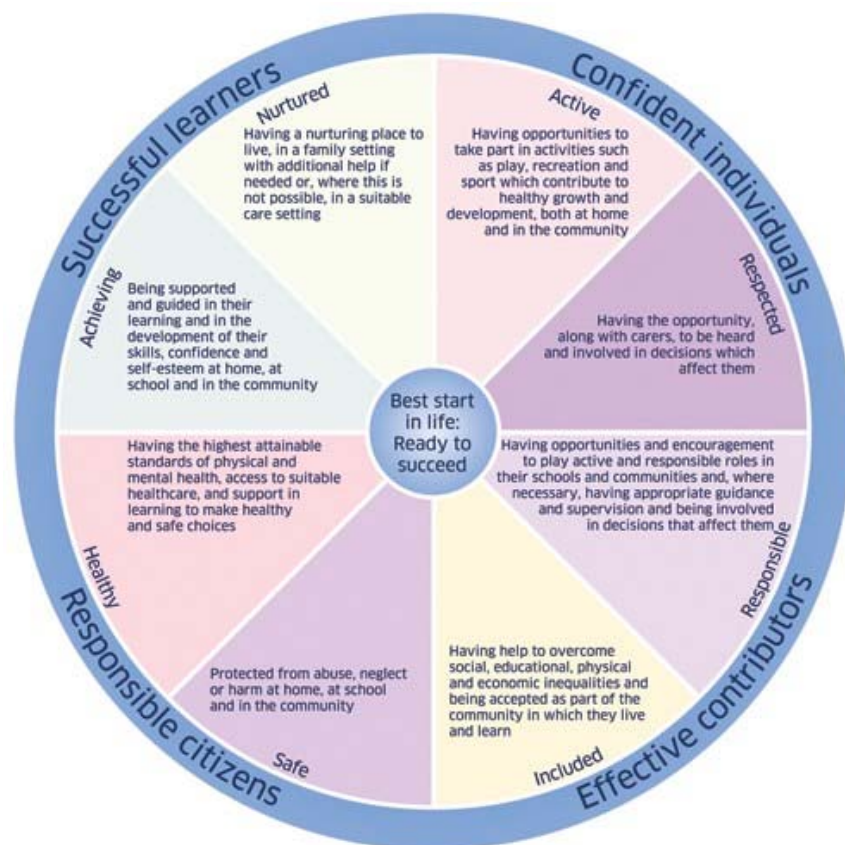
Children and Young People (Scotland) Act 2014

Education (Scotland) Act 2016

b. Getting it right for every child (GIRFEC)

Getting it Right for Every Child (GIRFEC) is the approach used across Scotland for working with children and their families to ensure that all agencies work in partnership. Children and their families should receive the support they need to be safe, be cared for and reach their full potential. The approach uses the SHANARRI wellbeing indicators which stand for Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. These indicators help those who work with our children assess their progress and ensure that the support offered is appropriate, proportionate and timely.

Every child has a named person, usually a health visitor for a preschool child and a member of staff from Education Services from school age onwards. The named person will be available to listen, advise and help a child or young person and their family, be able to offer direct support or help them access support from others. Where necessary, this can be taken forward through the development of a child's plan. We always involve the child and their family in these discussions and the agreement around the planning process.



SHANARRI Wellbeing Wheel

c. Prevention, staged intervention and early intervention

Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people. It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals working in partnership to get it right for every child.

Wherever possible we will look to address issues before they become difficulties through preventative approaches. For example, we can provide primary age children with strategies to talk about and understand emotions and behaviours to reduce the likelihood of future anxiety or depression. Early intervention involves identifying children and families that may be at risk of running into difficulties and providing effective support at the right time. Working with partners we will identify these issues at the earliest possible point and agree what supports should be provided to improve the life chances for children and young people.

d. Evidence based practice

To have the greatest impact and to improve outcomes for children and young people it is important that we make the most of 'what works'. To do this we need to consider the type of programmes and services that we use and to be clear and rigorous about the way in which we use them. The most effective programmes are clear about who they should be used with, for example toddlers or teenagers, and the way in which

they should be used for maximum effect. Across all 6 objectives, it is important that we consider what we are doing, how we are doing it and identify the difference that this is making. Interventions need to be effective at improving outcomes for children and young people and provide best value for money.

7. OUR SIX OBJECTIVES

1. Raise educational attainment and achievement for all

The curriculum includes a broad range of experiences which are planned for children and young people through their education, to help every child and young person to develop knowledge, skills and attributes for success in learning, life and work.

Research and evidence consistently demonstrates the direct link between poverty and deprivation and lower attainment and achievement. We also accept the direct link between underachievement in literacy, numeracy and health and wellbeing and sustaining positive post school destinations. In order to address this, our vision is founded on a high level of ambition for all children and young people. The three pillars of literacy, numeracy and health and wellbeing underpin the entire 3 to 18 curriculum across all subject areas, and will be a key focus for Education Services in implementing *Our Children, Their Futures*.

Priority actions

- *Improve the overall quality of learning experiences*
- *Tackle disadvantage and deprivation to close the attainment gap*
- *Improve literacy, numeracy and health & wellbeing outcomes for children and young people*
- *Continually improve curriculum design and development*

2. Use performance information to secure improvement for children and young people

Education services gather, analyse and report on a wide range of performance information which allow us to deliver services effectively and demonstrate that we are continually improving outcomes for children and young people. For example, we use information about the progress of our children and young people to inform the approaches to learning and teaching in the classroom.

The National Improvement Framework will collect nationally data on the achievement of Curriculum for Excellence levels for literacy and numeracy at the end of P1, P4, P7 and S3, based on teacher judgement and informed by standardised testing. Nationally produced standardised assessments for literacy and numeracy will be available for use from 2017, and will contribute to the much wider range of data that teachers use to assess, track and monitor the progress of children.

Other performance information routinely gathered and analysed includes:

- Participation in sport and leisure activities
- Youth achievement awards
- Attendance and exclusion rates
- Audit and inspection outcomes
- Leaver destinations

It is everyone's responsibility to gather and use performance information to intervene to secure improvement for both individual children and groups. We will actively engage parents and young people in this process.

Priority actions

- *Effectively assess, track and monitor the progress of our children and young people*
- *Implement strong self-evaluation, quality assurance and improvement planning*
- *Clearly reporting outcomes*

3. Ensure children have the best start in life and are ready to succeed

In Argyll and Bute, we work together to ensure children and young people experience a positive start that supports and nurtures as well as builds firm foundations for later life. These steps begin before our children are born. We know that children develop faster in the first few years of life than at any other time so, to make an impact and ensure we tackle potential disadvantage, this is a priority area for us.

We will continue to improve the way we work together with partners and families. A number of key initiatives have been developed under the Argyll and Bute Early Years Collaborative (EYC) to help us with this. The EYC is a national approach targeting how we improve the life chances of our children by:

- testing changes to how we do things,
- measuring these changes to see if they lead to improvements, and
- spreading the approaches that work.

In Argyll and Bute, key developments that will lead to the achievement of the stretch aims include *The Argyll and Bute Family Pathway* and *The Developmental Milestone Toolkit*.

The Education Service provides early learning and childcare services either directly or through commissioning arrangements with private and voluntary providers or through registered childminders. Children over 3 years of age, and some 2 years olds, have an entitlement to up to 600 hours of free early learning or childcare each year.

Priority actions

- *Ensure positive starts for all children*
- *Provide high quality Early Learning and Child Care*

4. Equip young people to sustain positive destinations and achieve success in life

The overarching aim for the Argyll and Bute Community Planning Partnership is to grow the population through economic development. Argyll and Bute offers outstanding opportunities for business growth and features many outstanding employers with globally recognised branding and cutting edge technologies. For that growth to be realised, our industries need a workforce with the right skills, attitudes and capacities. This is consistent with the findings of the Commission on *Developing Scotland's Young Workforce*.

We will

- ensure our young people fully understand the employment, training and academic pathways and opportunities that are available to them locally in Argyll and Bute.
- nurture a spirit of entrepreneurialism and enterprise and raise the ambition of our young people that they can develop and succeed in new business opportunities.
- expand our engagement with local businesses to increase opportunities for work experience and business mentoring for young people at all academic levels.
- work with other partners including Skills Development Scotland and Job Centre Plus to ensure our young people receive appropriate careers advice
- support young people to secure sustained positive destinations in employment, training or further/ higher education.

Priority actions

- *Equipping children and young people with skills for learning, life and work*
- *Promoting enterprise and entrepreneurship*
- *Supporting lifelong learning*

5. Strengthen partnership working and community engagement

We recognise that most of a child's development takes place outwith our schools and ELCC settings therefore the role of families and carers is critical to ensuring our children and young people succeed. We want to support families to engage meaningfully in their child's education and to be part of leading improvements with

schools. We believe it is time to establish a different relationship with parents and carers that reflects this central role for them in the development of education services in Argyll and Bute at a school and an authority level.

We will empower parents and carers to be part of the decisions that are taken in respect of their children's education and development, and to work along with the staff in each school on improvement planning. We will engage parents and carers in dialogue around the new duties on education authorities, new approaches to learning and ultimately their role in their children's education.

Consulting with children and young people and encouraging meaningful participation is not simply a preferred approach, but is a requirement placed upon professionals. The Education (Additional Support for Learning) (Scotland) Act 2004 places a duty on local authorities to consult with children and young people and highlights the importance of adopting appropriate consultation methods to ensure young people are able to participate effectively in decisions that affect their lives. The Education (Scotland) Act 2016 strengthens children's voices in matters that affect them and also extends the rights of children with additional support needs. Careful consideration needs to be given to the ways in which we consult with children and young people to allow them to participate effectively. This will include young children and those with additional support needs. We also need to be clear about what happens in response to the views that are shared.

We will ensure that strong partnerships are created and maintained with local bodies including businesses, third sector organisations and community groups. This will broaden and deepen the curricular experiences offered to children and young people by our educational establishments. We will work in partnership and consult appropriately with Parent Councils and relevant community bodies or groups when considering the quality of provision delivered in our educational establishments in accordance with the principles of the Community Empowerment (Scotland) Act 2015.

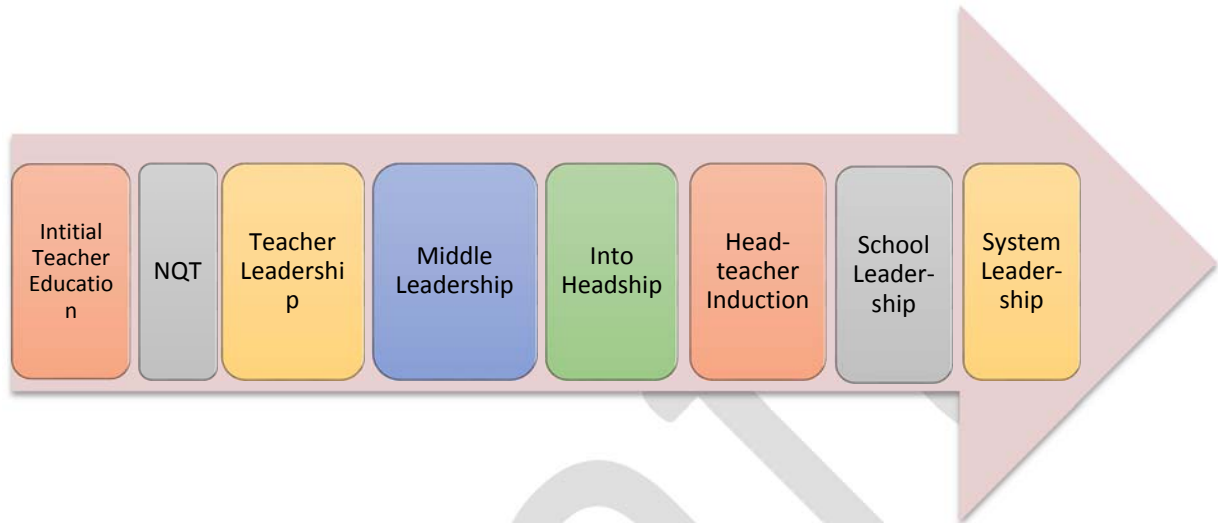
Priority actions

- *Developing and strengthening parental engagement and participation*
- *Improving the curriculum links between schools and colleges*
- *Developing and strengthening partnerships with business and the community*
- *Working together to secure improvement*

6. Strengthen leadership at all levels

Research has demonstrated a strong link between the quality of education experience enjoyed by our children and young people and the standards and competence of our teaching professionals. Leadership in schools at all levels is essential in ensuring that experience is of the very highest standard.

Head Teachers and teachers who are empowered, and empower others, have a strong record of ensuring the highest quality of learning and teaching. This ensures that all children and young people achieve the best possible outcomes. Our approach ensures a consistent focus on career long professional development from the initial teacher education, through the various career stages to system leadership across the education sector. This is illustrated in the diagram below.



Leadership for continuous school improvement is most effective where every member of the school staff is empowered to lead and where every member of staff develops their ability to lead.

We also recognise the challenges of recruiting teaching and support staff in a large rural area like Argyll and Bute. We are committed to growing our own future staff, future leaders and applying creative solutions. We work with a range of partners to achieve this including innovative work with Argyll College UHI to deliver a post graduate diploma in education locally in Argyll and Bute. This approach is more sustainable and contributes to developing career options for people to stay in Argyll and Bute.

Priority actions

- *Focusing on effective educational leadership*
- *Promoting career long professional development for all staff*
- *Capacity building in front line services*
- *Maximising the use of resources*

8. PLANNING TO DELIVER IMPROVED OUTCOMES

Education services gather, analyse and report on a wide range of performance information which allow us to deliver services effectively and demonstrate that we are continually improving outcomes for children and young people. For example, we use information about the progress of our children and young people to inform the approaches to learning and teaching in the classroom.

To deliver improved outcomes for children and young people Education Services will:

1. Ensure that plans are in place for Education Services, individual teams and schools across the Council and that these include appropriate measures of success;
2. Take action to deliver the key ambitions for our children, young people and communities;
3. Monitor progress against clear measures found in Council, Service and School Improvement Plans, and
4. Sustain continuous improvement and address agreed areas for further development highlighted through self-evaluation.

This will be achieved through a number of approaches including:

- Presentation of quarterly performance information to Council and Community Services Committee as part of the Councils performance management reporting systems;
- Preparation and publication of an annual statement of standards and quality reporting;
- Presentation of relevant committee papers to Community Services Committee, for example SQA examinations outcomes;
- Submission of relevant performance information to Scottish Government for example: outcomes for looked after children, attendance and exclusions.

It is everyone's responsibility to gather and use performance information to intervene to secure improvement for both individual children and groups. We will actively engage parents and young people in these processes.

9. REPORTING ON OUTCOMES

It is centrally important to evaluate the impact of improvement activities. Effective evaluation needs reliable data from a range of sources. Data should be able to demonstrate improvement against baseline information. In addition to performance data such as exam results and standardised assessments, information should include analysis of people's views and evaluations based on direct observation of the quality of learning.



Building capacity across education is supported by sharing professional learning. We need to be able to consider what the evidence tells us about progress for individual children and across ELCC, classes, schools and education services. We need to identify success and use our evaluation information to plan next steps. We will report on progress on an annual basis.

10. MONITORING AND REVIEW OF *OUR CHILDREN, THEIR FUTURE*

The Scottish Education system is going through another period of significant change and the expectations on staff working with our children and young people have never been higher. *Our Children, Their Future* seeks to be clear about our strategy in Argyll and Bute to realise both the national vision for Scottish Education but also our local vision for our children and young people. To be clear about what matters most and supported by an action plan that delivers the necessary steps to make this vision a reality.

The National Improvement Framework will set out additional performance reporting requirements and we will collect that information to report our progress towards achieving equity and excellence through attainment. This will introduce changes to school and local authority standards and quality reporting which will contribute to reviewing the impact and outcome of our work. We will produce a report on this work on an annual basis in line with the requirements of the National Improvement Framework.

Our Children, Their Future belongs to those whose education we provide, to the families that support them and to our staff who daily have the challenge and joy of being such a critical part of those children and young people's lives. We will ensure that we involve pupils, families and staff in monitoring and reviewing our strategy.

** add image of children and young people **

draft

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES: EDUCATION****8TH SEPTEMBER 2016**

DELIVERING EXCELLENCE AND EQUITY IN SCOTTISH EDUCATION

1.0 EXECUTIVE SUMMARY

- 1.1 This purpose of this report is to advise Members of the recently published Delivery Plan for Scottish Education and the implications arising from the Delivery Plan for both the Council and Education Services.
- 1.2 **Education Scotland Act:** The Education (Scotland) Act 2016 was passed by the Scottish Parliament on 2nd February 2016 and introduced provisions in relation to school education covering new statutory duties to raise attainment and address educational inequalities of outcome for pupils. The Act also contains further provisions for Education as reported to Community Services Committee on 10th March 2016.
- 1.3 **The National Improvement Framework (NIF):** Following the publication of the first draft of the National Improvement Framework (NIF) for Scottish Education in 1st September 2015 by The First Minister, the Scottish Government carried out an extensive national consultation involving a wide range of stakeholders (Argyll and Bute's response to the consultation was approved by the Council at its meeting in November 2015). Following the conclusion of the consultation the Scottish Government produced the revised National Improvement Framework for Scottish Education to be incorporated into Education Act

This paper provides the Committee with further information on the statutory intentions of the Scottish Government to deliver the new National Framework, and in particular outlines the expectations of Government for Councils, Education Services, school and their partners. It notes the publication of "Delivering Excellence and Equity in Scottish Education: a Delivery Plan for Scotland" (Appendix A - [Hyperlink](#)) in June 2016 and provides an outline for Committee of some of the actions that Education Services are required to take forward to address the new statutory duties.

1.4 **RECOMMENDATIONS**

The report recommends that Community Services Committee:

- a) Note the publication of “Delivering Excellence and Equity in Scottish Education: a Delivery Plan for Scotland”;
- b) Note the implications for Education Services in meeting the requirements set out within the Delivery Plan, and
- c) Note that a progress report will be presented to a future Community Services Committee meeting.

DELIVERING EXCELLENCE AND EQUITY IN SCOTTISH EDUCATION

2.0 INTRODUCTION

2.1 Education Scotland Act: The Education (Scotland) Act 2016 was passed by the Scottish Parliament on 2nd February 2016 and introduced provisions in relation to school education covering new statutory duties to raise attainment and address educational inequalities of outcome for pupils. The Act also contains further provisions for Education as reported to Community Services Committee on 10th March 2016.

2.2 The National Improvement Framework (NIF): Following the publication of the first draft of the National Improvement Framework (NIF) for Scottish Education in 1st September 2015 by The First Minister, the Scottish Government carried out an extensive national consultation involving a wide range of stakeholders (Argyll and Bute's response to the consultation was approved by the Council at its meeting in November 2015). Following the conclusion of the consultation the Scottish Government produced the revised National Improvement Framework for Scottish Education to be incorporated into Education Act

This paper provides the Committee with further information on the statutory intentions of the Scottish Government to deliver the new National Framework, and in particular outlines the expectations of Government for Councils, Education Services, school and their partners. It notes the publication of "Delivering Excellence and Equity in Scottish Education: a Delivery Plan for Scotland" (Appendix A - [Hyperlink](#)) in June 2016 and provides an outline for Committee of some of the actions that Education Services are required to take forward to address the new statutory duties.

3.0 RECOMMENDATIONS

The report recommends that Community Services Committee:

- a) Note the publication of "Delivering Excellence and Equity in Scottish Education: a Delivery Plan for Scotland" (Appendix A - [Hyperlink](#));
- b) Note the implications for Education Services in meeting the requirements set out within the Delivery Plan, and

- c) Note that a progress report will be presented to a future Community Services Committee meeting.

4.0 DETAIL

- 4.1 On 27th June 2016, John Swinney, Deputy First Minister and Cabinet Secretary for Education and Skills announced the publication of a Delivery Plan setting out the steps that the Scottish Government will take to achieve improvements across Scottish Education in order to raise the attainment gap and make demonstrable progress in closing the gap in attainment between our least and most disadvantaged young people.

The ambition articulated in the delivery plan notes a commitment to a publicly owned and run, comprehensive education system, not a market system, which supports every child to achieve. Further reflecting that the quality of teaching and school leadership are the most important in school factors in a child's outcomes Scottish Government commits to ensuring that they will do everything they can to support head teachers and teachers and to empower them. Focussing on providing them with the responsibilities and resources to make the best decisions for children and young people. At the same time ensuring that the overall funding for education is transparent and protected.

Engagement of parents in their child's learning and the life and work of the school is, similarly a key priority within the delivery plan, with a commitment that parents and teachers will become key decision makers.

- 4.2: The Plan outlines the steps the Scottish Government will take to achieve these improvements, building on the work contained within the National Improvement Framework (published January 2016), and addresses the recommendations of the OECD review.

The Delivery plan identifies four key areas under which priorities and actions are grouped:

- Closing the attainment gap;
- Further developing the curriculum;
- Empowering teachers, head teachers and communities, and
- Continued implementation of the National Improvement Framework.

Addressing these four areas, the plan sets out the actions required to substantially close the attainment gap over the next five years and deliver a world class education system in Scotland.

The plan confirms that Scottish Government will:

- Focus on closing the attainment gap by extending the reach, scope and investment of the Scottish Attainment Challenge over the next five years;

- Launch a governance and funding review to examine the system changes required to empower schools, devolving funding and more decision-making to schools and communities;
- Simplify Curriculum for Excellence and significantly streamline the current range of curriculum guidance for teachers, and introduce a simpler set of key resources for the profession by January 2017;
- Invest in teachers and their skills to ensure we have highly qualified and empowered staff;
- Move from a “culture of judgement” to a “system of judgement” to provide robust information on the education system to support improvement.

The plan illustrates numerous actions to be delivered by Scottish Government, Local Authorities and Schools: Head Teachers and Teacher, Practitioners, Parents, Communities and Children and Young People in some circumstances with extremely tight timescales.

These include:

- Publication of the financial review of ELCC: September 2016;
- Use of the NIF data to develop a National Improvement Plan on Parental and Family Engagement.
- Development of proposals for a fair and transparent national funding formula: March 2017.
- Building on the Scottish Attainment Challenge, where £100 million will go direct to Head Teachers from April 2017.
- New training and induction programme for Childminders: September 2016
- Governance review alongside Programme for Government, including encouragement of school clusters and creation of new educational regions: launch in September 2016
- Support the development and expansion of school clusters and increased regional working throughout 2017-18.
- Support the continuing growth of Gaelic Medium Education in schools, implementing new rights for parents and providing more resources for teachers and learners: February 2017.
- Introduce a new Education Bill in the second year of the Parliament to address the imbalance of legal responsibilities for delivering education and raising standards which sit largely with authorities, not with schools and teachers. Consultation on the Bill will be held early in 2017.

4.3: Significant attention is being given to the NIF, the recently published Delivery Plan, and the resulting implications for Education Services in the immediate future. Action being taken by Education Services to address these includes:

- Presentation of revised documentation/guidance and supporting information during planned Head teachers meetings;

- Continuing engagement with the Attainment Challenge and Innovation programmes, including the development of joint working with our Attainment Advisor
- Revision of improvement planning materials for use by schools to ensure adherence with Education Scotland guidance;
- Participation in the initial submission of Literacy and Numeracy statistical data to Scottish Government;
- Preparation for the introduction of standardised assessments;
- Facilitating visits from Education Scotland to support the focused review of the demands placed in schools in relation to Curriculum for Excellence (CfE), and
- Further developing approaches to engagement with Parent Councils. This includes the revision of the Authorities Parental Engagement Strategy.

5.0 CONCLUSION

- 5.1 This paper provides Community Services Committee with further information on the statutory intentions of the Scottish Government to deliver the new National Framework, and in particular the expectations of Government for Councils, Education Services, school and their partners. It notes the publication of “Delivering Excellence and Equity in Scottish Education: a Delivery Plan for Scotland” (Appendix A - [Hyperlink](#)) in June 2016 outlining the actions that Education Services will be required to take forward to address the new statutory duties as outlined in The Education (Scotland) Act 2016.

6.0 IMPLICATIONS

- 6.1 Policy – The development of the National Framework for Scottish Education supports the central purpose of the Scottish Government and the delivery on the national outcomes. The framework would support delivery of SOA Outcomes 1 and 3.
- 6.2 Financial – Potential resource implications arising from the introduction of the Delivery Plan. Specifically around the planned revision of funding methodologies for schools from Scottish Government. This cannot be quantified until the exact detail of the statutory guidance is known.
- 6.3 Legal – It is anticipated that the core components of the delivery plan will be put on a statutory basis through the Education (Scotland) Act 2016. This will apply further, new statutory duties on local authorities.
- 6.4 HR – Potential HR implications arising from this report. However, until further details are provided by Scottish Government these cannot be quantified.
- 6.5 Equalities – One of the two main tenets of the Scottish Government’s vision for Education is to address educational inequalities.

- 6.6 Risk – No implications arising directly from this report
- 6.7 Customer Service – The Delivery Plan is clear around the expectations for parental involvement and engagement which should provide positive benefits in supporting their role in their children’s education.

Ann Marie Knowles
Acting Executive Director of Community Services

Councillor Rory Colville
Policy Lead for Education and Lifelong Learning

8 September 2016

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Appendix A: Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland <http://www.gov.scot/Resource/0050/00502222.pdf>

References:

National Improvement Framework for Scottish Education (January 2016)
<http://www.gov.scot/Resource/0049/00491758.pdf>

National Improvement Framework for Scottish Education – Interim Framework Report (January 2016)
<http://www.gov.scot/Resource/0049/00491743.pdf>

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****8 SEPTEMBER 2016**

**INSPECTION OF THE EDUCATION FUNCTIONS OF ARGYLL AND BUTE COUNCIL
(INEA)**

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to advise Community Services Committee of the planned inspection of the Education functions of Argyll and Bute Council.
- 1.2 Education Scotland have notified the Chief Executive of the Council that an announced inspection of the Education Services by Education Scotland will commence the week beginning 19th September 2016, with an anticipated conclusion with the publication of a public report by the end of November 2016.
- 1.3 Section 9 of the 'Standards in Scotland's Schools etc. Act 2000' charges Education Scotland (formerly HM Inspectorate of Education) on behalf of the Scottish Ministers, to provide an external evaluation of the effectiveness of the local authority in its quality assurance of educational provision within the Council and of its support to schools in improving the quality of Education.
- 1.4 Evaluations are based on a framework of quality indicators (published in Quality Management in Education 2), which embody the Government's policy on Best Value. The framework is based on six high level questions which can be answered by evaluating the quality of education across ten Key areas. The revised version of QMIE 2 (revised June 2016) will be used throughout the inspection.

The quality indicators are:

What key outcomes have we achieved?

Key Area 1 – Key Performance outcomes

How well do we meet the needs of our stakeholders?

Key Area 2 – Impact on service users

Key Area 3 – Impact on staff

Key Area 4 – Impact on the community

How good is our delivery of the education processes?

Key Area 5 – Delivery of the education processes

How good is our management?

Key Area 6 – Policy development and planning

Key Area 7 - Management and support of staff

Key Area 8 - Partnerships and resources

How good is our leadership?

Key Area 9 – Leadership

What is our capacity for improvement?

Key Area 10 – Capacity for improvement

- 1.5 The Standards in Scotland's Schools etc. Act 2000 also provides a framework for improvement planning that requires education authorities to set out and report on improvement objectives related to the National Performance Framework (NPF), national priorities and associated measures of performance

2.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- Note the proposed INEA inspection of the Education Services of Argyll and Bute Council;
- Note the timetable associated with the inspection and
- Request the Executive Director of Community Service brings a report confirming the outcome of the inspection to a future meeting of the Community Services Committee.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

8 SEPTEMBER 2016

**INSPECTION OF THE EDUCATION FUNCTIONS OF ARGYLL AND BUTE COUNCIL
(INEA)**

3.0 INTRODUCTION

- 3.1 The main purpose of this report is to advise the Community Services Committee of the planned inspection of the Education functions of the Council.
- 3.2 Education Scotland have notified the Chief Executive that an announced inspection of the Education Services by Education Scotland will commence the week beginning 19th September 2016, with an anticipated conclusion with report publication by the end of November 2016.
- 3.3 The *Standards in Scotland's Schools etc Act 2000* places a duty on education authorities to provide children and young people with school education and (in terms of raising standards) requires authorities to endeavour to secure improvement in the quality of that school education. The Act also places a duty on HM Inspectors to provide external evaluation of the effectiveness and performance of education authorities in relation to their education functions.
- 3.4 HM Inspectorate of Education (HMIE) inspected the education functions (INEA) of each local authority in Scotland between 2000 and 2005. These inspections used *Quality Improvement in Education (QMIE)*, published in 2000. A second cycle of local authority inspections (INEA 2) began in 2006. These were more streamlined and had a greater emphasis on outcomes and leadership. These inspections used the quality indicators in *Quality Improvement in Education 2 (QMIE2)*, published in 2006. Around half of Scotland's 32 authorities were inspected in this way.
- 3.5 Following the publication of the Crerar Review (*The Report of the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland*) in 2007, HMIE put in place a process of validated self-evaluation (VSE). This was a voluntary process which aimed to support and challenge education authorities to improve the quality of their provision and their learners' outcomes and, importantly, was not a form of scrutiny.
- 3.6 As a result of the recommendations from Crerar, Local Area Networks (LANs) representing all key national scrutiny organisations were established for each council area and a process of Shared Risk Assessment (SRA) has been in place since 2009. Audit Scotland oversees this work nationally and LANs

share evidence about each local authority, deciding on any necessary scrutiny activity depending on any areas of risk identified.

- 3.7 A Local Scrutiny Plan is published annually for each local authority area. Education Scotland plays a key role in the SRA process, using information gathered from establishment and service-level inspections as well as authority-wide data on, for example, young people's achievements.

In March 2016, the published Local Scrutiny Plan for Argyll and Bute Council indicated that a scrutiny response was required. The strategic level inspection of the education functions of the council, outlined below, constitutes this scrutiny response.

The inspection will evaluate the quality of education services using an agreed framework of quality indicators (published in **Quality Management in Education 2**), which embody the Government's policy on Best Value. The framework is based on six high level questions which can be answered by evaluating the quality of education across ten Key areas. The revised version of QMIE 2 (revised June 2016) will be used throughout the inspection.

These are:

What key outcomes have we achieved?

Key Area 1 – Key Performance outcomes

How well do we meet the needs of our stakeholders?

Key Area 2 – Impact on service users

Key Area 3 – Impact on staff

Key Area 4 – Impact on the community

How good is our delivery of the education processes?

Key Area 5 – Delivering and improving the quality of services

How good is our management?

Key Area 6 – Policy development and planning

Key Area 7 – Management and support of staff

Key Area 8 – Partnerships and resources

How good is our leadership?

Key Area 9 – Leadership

What is our capacity for improvement?

Key Area 10 – Capacity for improvement

- 3.8 The Standards in Scotland's Schools etc. Act 2000 also provides a framework for improvement planning that requires education authorities to set out and report on improvement objectives related to the **National Performance Framework (NPF)**, national priorities and associated measures of performance.

4.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- Note the proposed INEA inspection of the Education Services of Argyll and Bute Council;
- Note the timetable associated with the inspection, and
- Request the Executive Director of Community Service brings a report confirming the outcome of the inspection to a future meeting of the Community Services Committee.

5.0 DETAIL

- 5.1 Education Scotland have allocated a team of eight inspectors to work on the inspection process led by a Managing Inspector, Mr. Alastair Brown. The Managing Inspector and the Acting Executive Director of Community Services recently met to discuss the plan for the forthcoming inspection.
- 5.2 The planned inspection footprint is anticipated to be extensive, requiring a significant level of resource both in advance and during the inspection week. The main inspection activities are as follows:
- The formal inspection will take place over the course of 1 week: 19th – 23rd September. This will include the inspection team contacting and interviewing officers of the Education Authority and elected members. They will also meet with a range of users and partners of the Education Authority.
 - The inspection will be primarily a Strategic Inspection focusing on a number of quality Indicators from QMIE2 (revised version, as previously noted):
 - 1.1 Improvements in performance;
 - 2.1 Impact on Learners (may include aspects of 3.1 Impact on Staff);
 - 5.1 Delivering and improving the quality of Education Services;
 - 9.2 Leadership and Direction, and
 - 9.4 Leadership of Change and Improvement.
- 5.3 During the course of the inspection week all eight inspectors will engage in a range of inspection activities including:
- Individual interviews with Chief Officers and their Managers, the Policy Lead for Education, Senior Elected Members, Key Strategic Partners;
 - Focus groups of staff, partners, parents and learners;
 - Observation of a number of strategic meetings;
 - Planned school/service visits;
 - Review of inspection evidence, and
 - Attendance at relevant Council meetings scheduled to take place during the course of the inspection week.

The timetable for the week of inspection is currently being prepared by the Executive Director and members of both Education Services and Community & Culture Services teams.

- 5.4 A range of preparatory work is currently underway to support the impending inspection. Both Education and the respective Officers from Communities & Culture Service are undertaking a range of activities. These include:
- The preparation of the self-evaluation position statement for submission to Education Scotland by 6th September 2016;
 - Identification of relevant supporting evidence;
 - Preparation of various communications, e.g. Committee reports, notification and advice for Head Teachers, Teachers/Staff, Members, Partners, Parent Council Chair;
 - Preparation of the inspection timetable, including co-ordination of meetings, focus groups, visits, and
 - Scheduling diary arrangements for Chief Officers, Elected Members.
- 5.5 The current timetable is as follows (this however may be subject to change):
- Pre inspection notification from Education Scotland 28th June 2016, initial meeting;
 - Issue of inspection questionnaires to Education Services for distribution w/c 15th August 2016;
 - Submission of self-evaluation summary by Education Services to Education Scotland - 6 September 2016;
 - Inspection week 19th – 23rd September 2016;
 - Inspection feedback to Chief Executive, Policy Lead for Education, Executive Director and Head(s) of Service week beginning 3rd October 2016;
 - Draft inspection report issued to Argyll & Bute (Chief Executive) Early-Mid November 2016. Comments from the Council to Education Scotland within seven days of issue draft report and
 - Inspection report publication date late November 2016.

6.0 CONCLUSION

- 6.1 Education Scotland will carry out an inspection of the Education functions of the Council commencing week beginning 19th of September 2016.
- 6.2 A report will be published by the end of November 2016.
- 6.3 An update will be provided at a future Community Services Committee.

7.0 IMPLICATIONS

- | | | |
|-----|------------------|---|
| 7.1 | Policy | The <i>Standards in Scotland's Schools etc Act 2000</i> places a duty on education authorities to provide children and young people with school education and (in terms of raising standards) requires authorities to endeavor to secure improvement in the quality of that school education. |
| 7.2 | Financial | None |
| 7.3 | Legal Set | None |
| 7.4 | HR | Resourcing of the planned inspection presents additional, short term resource implications for the Council |
| 7.5 | Equalities | None |
| 7.6 | Risk | The evaluation of the quality of education provision by Argyll and Bute may significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in. |
| 7.7 | Customer Service | This report provides elected members with an overview of the planned evaluation of Service performance. |

Ann Marie Knowles
Acting Executive Director of Community Services

Cllr Rory Colville
Policy Lead for Education and Lifelong Learning
25 July 2016

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES: EDUCATION****8th SEPTEMBER 2016**

REVISED SCHOOL INSPECTION FRAMEWORK BY EDUCATION SCOTLAND

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide an update for Members of the revised school inspection framework to be implemented by Education Scotland from August 2016.
- 1.2 Education Scotland announced a revised approach to school inspections, commencing in August 2016 via a letter from Bill Maxwell, CEO, in June 2016 (Appendix 1). The revised school inspection framework followed an extensive programme of engagement with teachers, learners, parents, local authorities and other stakeholders, including children and young people. New approaches to inspection and review were also tried out by Education Scotland over the course of 2015-16 to inform their review.
- 1.3 The revised school inspection framework consists of four new inspection models to be introduced in a phased approach from August 2016. These inspection models will use the new Quality Indicators (QIs) included in How Good is our school? (4th edition (HGIOS4) published in September 2015 (Appendix 2). The equivalent Quality Indicators from “How Good is our early learning and childcare?” (HGIOELC) published in February 2016 will be used in inspections of nursery classes and early learning and childcare centres (Appendix 3).
- 1.4 The HGIOS4 Quality Indicators in full inspections have been re-focused to align with the new National Improvement Framework (NIF) and the Scottish Attainment Challenge. Quality Indicators within full inspections will be evaluated on the following six-point scale (Appendix 4):
- Excellent
 - Very Good
 - Good
 - Satisfactory
 - Weak
 - Unsatisfactory
- 1.5 As part of the Councils approach to securing continuous improvement of all learners the Education Service will review and further develop our approaches to Inspection and Review in line with the new approaches being implemented by Education Scotland, in consultation with Head Teachers, this academic session.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Community Services Committee:

- Notes the revised school inspection framework to be implemented by Education Scotland from August 2016, and
- Note that the Argyll and Bute Education Service will review and further develop its approach to inspection and review, in consultation with Head Teachers, in line with the revised framework from Education Scotland.

3.0 INTRODUCTION

3.1 The purpose of this report is to provide an update to members regarding the revised school inspection framework to be implemented by Education Scotland from August 2016.

3.2 Education Scotland announced a revised approach to school inspections, commencing in August 2016 via a letter from Bill Maxwell, CEO, in June 2016. The revised school inspection framework followed an extensive programme of engagement with teachers, learners, parents, local authorities and other stakeholders, including children and young people. New approaches to inspection and review were also tried out by Education Scotland over the course of 2015-16 to inform their review.

3.3 The revised school inspection framework consists of four new inspection models to be introduced in a phased approach from August 2016. These inspection models will use the new Quality Indicators (QIs) included in How Good is our school? (4th edition (HGIOS4) published in September 2015. The equivalent Quality Indicators from "How Good is our early learning and childcare?" (HGIOELC) published in February 2016 will be used in inspections of nursery classes and early learning and childcare centres.

3.4 The HGIOS4 Quality Indicators in full inspections have been re-focused to align with the new National Improvement Framework (NIF) and the Scottish Attainment Challenge. Quality Indicators within full inspections will be evaluated on the following six-point scale:

- Excellent
- Very Good
- Good
- Satisfactory
- Weak
- Unsatisfactory

3.5 As part of the Councils approach to securing continuous improvement of all learners Education Services will review and further develop approaches to Inspection and Review in line with the new approaches being implemented by Education Scotland, in consultation with Head Teachers, this academic session.

REVISED SCHOOL INSPECTION FRAMEWORK BY EDUCATION SCOTLAND

4.0 RECOMMENDATIONS

4.1 It is recommended that the Community Services Committee:

- Notes the revised school inspection framework to be implemented by Education Scotland from August 2016, and
- Note that the Argyll and Bute Education Services will review and further develop its approach to inspection and review, in consultation with Head Teachers, in line with the revised framework from Education Scotland.

5.0 DETAIL

5.1 Education Scotland will implement their new approaches to Inspection and Review from August 2016. They are introducing a range of new inspection models to suit particular circumstances and contexts. The inspection models to be introduced in a phased approach are:

- Full inspection model
- Short Inspection model
- Localised thematic model
- Neighbourhood model

5.2 Within the **Full Inspection Model** a full team of Inspectors will visit the school for 5 days and the following HGIOS4 and/or HGIOELC quality indicators (QIs) will be evaluated on the six-point scale:

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement (or Securing Children's Progress the equivalent for Early Learning and Childcare Settings)
- 3.1 Ensuring Wellbeing, Equality and Inclusion

These QIs have been re-focused to align with the new National Improvement Framework and the first three will feed directly into the evidence base for the National Improvement Framework (NIF).

Education Scotland will also include the Learning Pathways theme from QI 2.2 Curriculum and will refer to QI 2.7 Partnerships in evaluating the impact of parental engagement.

A further QI will be negotiated with the establishment to facilitate improvement through professional dialogue on a particularly challenging issue or new initiative being implemented. This QI will not receive an evaluation on the six-point scale.

The equivalent Quality Indicators from “How good is our early learning and childcare?” (HGIOELC) will be used in inspections of nursery classes and early learning and childcare centres.

To improve the communication of inspection findings to parents Education Scotland will introduce a new format of report from August 2016. There will be a short letter that will highlight strengths and aspects for development as well as a table indicating the QI grades scored by the establishment against the six-point scale. Both The National Parent Forum and the Scottish Parent Teacher Council were consulted on this approach and are in agreement of this approach.

- 5.3 Within the **Short inspection model** schools will be visited for 2.5 days by fewer inspectors. Schools will be given a notification period of either two days or two weeks. Inspection visits will have a specific focus on raising attainment and achievement; teaching learning and assessment and how the school is addressing the need to close the equity gap. This type of inspection does not currently include evaluations on the six-point scale. This is a developing model.
- 5.4 Within the **Localised thematic model** schools will be visited for 5 days and any theme - such as progression through the broad general education or senior phase, developing Scotland’s young workforce or developing numeracy, literacy or health and wellbeing - could be the focus of such an inspection. This type of inspection does not currently include evaluations on the six-point scale. This is a developing model.
- 5.5 Within the **Neighbourhood model** a cross-sectoral approach is envisaged involving a secondary school and its associated educational establishments and partners. Inspection visits will not focus on individual establishments but rather on what learning will look like for learners as they progress through their education eg at the points of transition. This type of inspection does not currently include evaluations on the six-point scale. This is a developing model.

6.0 CONCLUSION

- 6.1 Education Scotland will implement its revised school inspection framework from August 2016.
- 6.2 Education Services will review and further develop its approach to inspection and review, in consultation with Head Teachers, in line with the revised framework from Education Scotland.

7.0 IMPLICATIONS

- 7.1 Policy – ensure that all policy is up to date and in line with any amendments made to the Inspection Framework in line with annual reviews by Scottish Ministers to the National Improvement Framework.
- 7.2 Financial – pending statutory guidance being received there may be financial implications involved in implementing the provisions of the Education Scotland Act.
- 7.3 Legal – None.
- 7.4 HR – none.
- 7.5 Equalities – reducing educational inequalities of outcome for children and young people will be a focus for Education Scotland Inspections.
- 7.6 Risk – none
- 7.7 Customer Service - ensure that all inspection publications are dealt with in strict accordance with procedures and timescales.

Ann Marie Knowles
Acting Executive Director of Community Services

Councillor Rory Colville
Policy Lead for Education and Lifelong Learning
8th September 2016

For further information contact:

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APPENDICES

Appendix 1 - Letter from Bill Maxwell, Education Scotland, Published 17th June 2016

Appendix 2 - How Good is Our School? Version 4, Published September 2015

Appendix 3 - How Good is Our Early Learning and Childcare, Published February 2016

Appendix 4 - The six-point scale, Extracted from How Good is our School Version 4, Pages 62 and 63, Published 2015

17 June 2016

Directors of Education
Head teachers and Managers Schools, Nurseries and Early Learning settings
By email

Dear colleague,

Changes to Education Scotland inspections in August 2016

Alastair Delaney, in his role as Director of inspection strategy within Education Scotland wrote to you in August 2015 and in February and April of this year to keep you informed about the work he has been leading to develop new approaches to inspection and review. As you know, he led an extensive programme of engagement with teachers, learners, parents, local authorities, and other stakeholders, including children and young people, before we tried out some new approaches to inspection and review over the course of 2015-16.

We have evaluated the experience and evidence of these 'try-outs' and I am now pleased to let you know that new approaches to inspection will be introduced from August 2016, as outlined below.

We are introducing a range of new inspection models to suit particular circumstances and contexts. This will enable us to respond with greater agility and flexibility as key educational policies and priorities develop. The inspection models to be introduced in a phased approach from August 2016 are:

- Full inspection model
- Short inspection model
- Localised thematic model
- Neighbourhood model

These inspection models will use the new Quality Indicators included in *How Good is Our School?* (4th edition) (HGIOS4) which was published in September 2015. It is expected that schools are already using these indicators for self-evaluation and planning for improvement.

The HGIOS4 Quality Indicators to be evaluated on the six-point scale in full school inspections have been re-focused to align with the new National Improvement Framework, which we have been directly involved in developing with Scottish Government, partners and stakeholders across the education system. They are:

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement
- 3.1 Ensuring Wellbeing, Equality and Inclusion

The first three of these QIs will feed directly into the evidence base for the National Improvement Framework.

In addition, inspections will incorporate themes from other QIs to ensure we continue to capture the evidence we need to promote improvement and provide evidence to inform national policy development. These themes will be reviewed regularly to ensure they remain relevant. From August 2016, we will include the Learning Pathways theme from QI 2.2 Curriculum and will refer to QI 2.7 Partnerships in evaluating the impact of parental engagement. We will also continue to have a focus on safeguarding in every inspection.

A further QI will also be negotiated with the school. This will enable school staff and inspectors to focus on a particularly challenging issue or new initiative with the aim of bringing about improvement through professional dialogue. This QI will not be evaluated on the six-point scale.

In inspections of nursery classes and early learning and childcare centres, we shall use the equivalent QIs from *How good is our early learning and childcare?*

A further improvement that I am particularly pleased to announce is that changes are being made to improve how we can better communicate inspection findings to parents. From August, a new format of report will be introduced. This will be a short letter which will highlight strengths and aspects for development. It will include a table indicating the QI grades against the six-point scale. I am very pleased that both the National Parent Forum and the Scottish Parent Teacher Council have worked with us on this approach and are very supportive of these changes.

We will now also publish online the inspection evidence we gather during the inspection process in a new and clearer format.

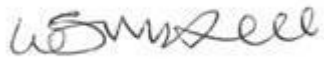
A key priority in developing these new models is to ensure that inspections do not result in unnecessary extra work for teachers and learners. In addition, as indicated above, these models are firmly in alignment with the National Improvement Framework and the Scottish Attainment Challenge.

We are committed to continuing to review and develop our approaches to inspection, and to continuing to work with our External Reference Group of key stakeholders. We are doing more trial work on matters such as shortening the length of notice and intend to adapt our approaches accordingly when fully evaluated.

We will also be engaging further with the Deputy First Minister and Cabinet Secretary for Education And Skills how to meet his commitment to strengthen further the role of inspection as a positive driver within the Government's overall approach to driving improvement in quality and performance across the Scottish education system. We will keep you informed of further changes to inspection arrangements that flow from these discussions in due course.

Education Scotland is issuing information on these changes through a wide range of channels. If you require further information to assist in explaining these changes to your staff then please contact your Area Lead Officer.

Yours faithfully

A handwritten signature in black ink, appearing to read "Bill Maxwell". The signature is written in a cursive style with a large initial 'B'.

Bill Maxwell
Chief Executive

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How good is our school?

4th EDITION



Contents

Foreword	03
Introduction	05
The Framework	14
The Quality Indicators	15
Leadership and Management	19
Learning Provision	31
Successes and Achievements	47
Appendices	55



Chief Executive Officer's Foreword



I am delighted to be able to introduce this new, updated version of *How good is our school?*, now in its fourth edition. Since first appearing on the Scottish education scene, *How good is our school?* has transformed our approaches to self-evaluation and improvement. This new edition is the result of a wide-ranging consultation through which stakeholders have contributed to the development of a substantially new set of quality indicators and supporting toolkit.

How good is our school? is designed to promote effective self-evaluation as the first important stage in a process of achieving self-improvement. The introduction and the quality indicators are designed to reflect the rapidly developing context within which schools now operate. This new publication is focused explicitly on making a strong contribution to our national imperative to continue to improve attainment for all, whilst also making a decisive shift towards closing the gap in attainment and achievement between the most disadvantaged children and their peers. This means a strengthened focus on equality, wellbeing and skills for learning, life and work, all of which help ensure young people can secure the best possible post-school destination, and are well-equipped for a future characterised by continued lifelong learning. These are key aspects of Curriculum for Excellence and they are strong threads running throughout the new quality indicator framework.

The toolkit of illustrations, exemplar features of highly-effective practice and challenge questions are intended to be used by all types of practitioners at all levels, and with a wide variety of different roles and responsibilities. They can be adapted and used with learners, parents and partners across the school community to support collaborative enquiry and interrogative approaches to self-evaluation so that schools are able to identify their own features of effective practice, and develop a shared understanding of what to do next.

To support such collaborative approaches further, Education Scotland is also developing a new National Improvement Hub. This will bring together our extensive range of self-evaluation frameworks and improvement tools, including *How good is our school?* into one coherent and integrated digital resource – an education improvers' portal, if you like, which will make the best use of digital technology to promote nationwide collaboration and exchange of knowledge and expertise across the system. By bringing together these resources and networking opportunities, we aim to strengthen partnership working and evidence-based, system-wide improvement at all levels.

The publication of this edition of *How good is our school?* will be followed up with a programme of professional learning and support which all practitioners will be able to access. Please take up these opportunities. I am confident that, used well, this revised edition of *How good is our school?* can help you and your colleagues deliver new levels of excellence and equity for the people this is all ultimately about – Scotland's young learners.

Bill Maxwell

Bill Maxwell



Introduction

This edition of *How good is our school?* aims to support the growth of a culture of self-improvement across Scottish education. It builds on previous editions and continues the journey of moving Scottish education from being good overall to being great overall.

“Evidence on the current performance of Scotland’s education system suggests that we have a good education system, which is performing strongly in a number of respects. However, we are not yet at the level of achieving consistently excellent levels of performance which would match the world-leading ambition of our vision.”
Education Scotland Corporate Plan 2013-2016 (p.15).

Achieving this vision requires a sustained focus on improving educational outcomes for all children and young people and particularly for those who experience high levels of social, emotional and economic deprivation. We know that physical, social, emotional and economic wellbeing have a significant impact on children and young people’s success in school and beyond school. We also know that aspects of these factors are significant barriers to learning and achievement for a large proportion of our learners. Closing the gap in attainment, achievement and wellbeing between children and young people living in our most and least deprived areas is the key challenge for Scottish education. It is a challenge that requires strong collaborative approaches within schools, between schools and with colleges, universities, employers and other partners locally and nationally.

“ We know that physical, social, emotional and economic wellbeing have a significant impact on children and young people’s success in school and beyond school. We also know that aspects of these factors are significant barriers to learning and achievement for a large proportion of our learners. ”

Curriculum for Excellence clearly articulates our aspiration to be a nation of successful learners, responsible citizens, effective contributors and confident individuals so that everyone contributes to the sustainable economic growth of our country. Achieving this requires highly effective leadership at all levels which is grounded in the values of compassion, wisdom, justice and integrity.





A passionate commitment to ensuring social justice, children's rights, learning for sustainability and equality are important prerequisites for all who deliver Scottish education. The themes of leadership, partnership, shared values, wellbeing, social justice and equality are returned to in different ways throughout this edition of *How good is our school?*. They are the foundation stones of an excellent school and, as such, need to be firmly embedded within self-evaluation.

Context

Since the publication of *How good is our school?* (3rd edition) in 2007, the aspiration for all schools to be ambitious, excellent schools has continued to be driven forward through *Curriculum for Excellence* and other policy initiatives including *Getting it right for every child* (GIRFEC) and *Teaching Scotland's Future*. Partnership working between key organisations supporting Scottish education has strengthened and we are well-placed to strengthen partnerships further at school and community level, with a continued focus on collaboration to achieve improved outcomes for children, young people and families. The most recent *Programme for the Scottish Government* has identified some significant priorities for the next stage of our improvement journey including the development of a new *National Improvement Framework for Scottish Education* along with *Developing Scotland's Young Workforce* and the *Scottish Attainment Challenge*. This edition of *How good is our school?* aims to support your improvement within this significant agenda through a continued focus on learning and learner outcomes.

As a framework that underpins effective self-evaluation, *How good is our school?* (4th edition) will support practitioners and school leaders at all levels to:

- ensure educational outcomes for all learners are improving;
- address the impact of inequity on wellbeing, learning and achievement;
- consistently deliver high-quality learning experiences;
- embed progression in skills for learning, life and work from 3-18;
- further strengthen school leadership at all levels;
- improve the quality and impact of career-long professional learning;
- extend and deepen partnerships to improve outcomes for all learners;
- increase learning for sustainability; and
- tackle unnecessary bureaucracy.

Partnership, collaboration and self-improvement

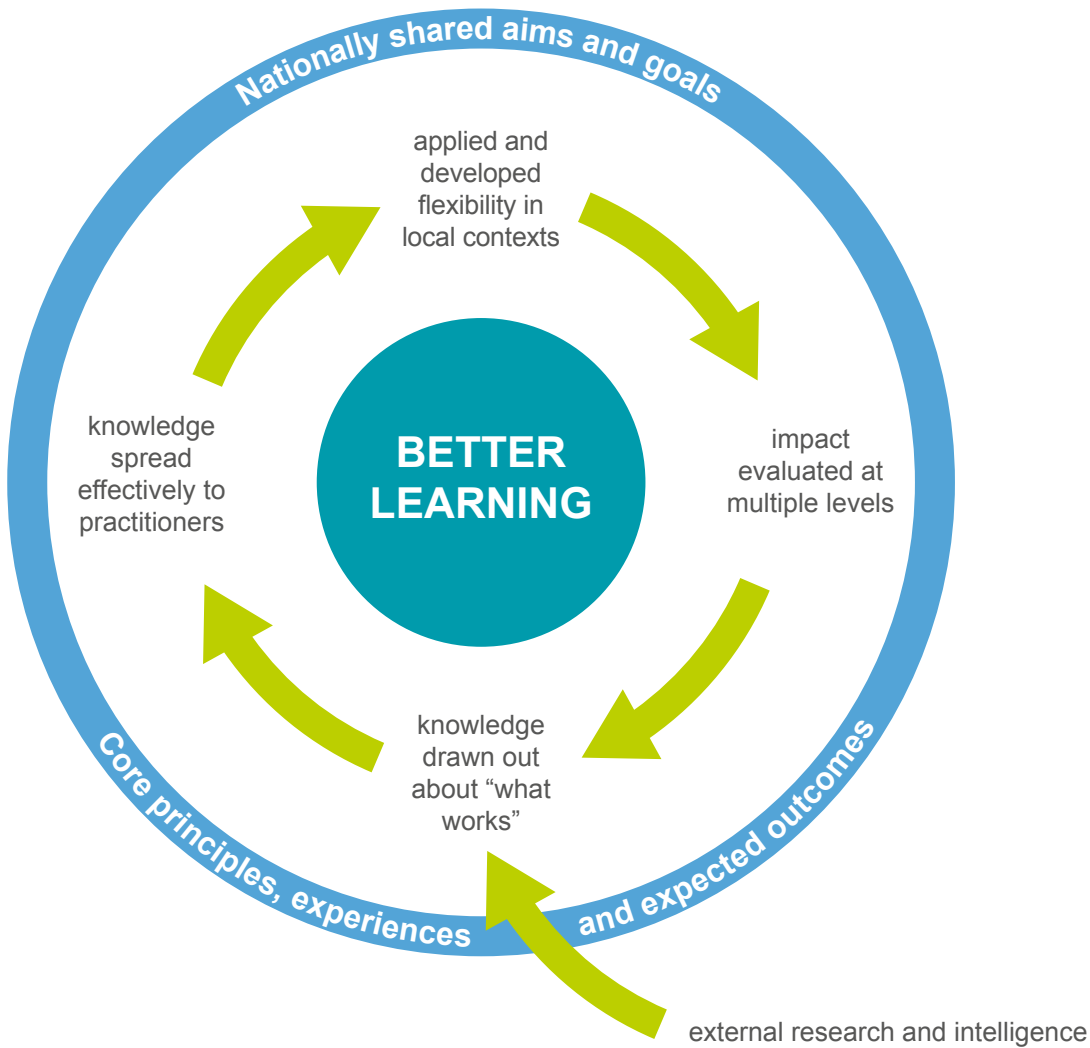
Meeting the wide-ranging needs of all children, young people and their families is the heart of what makes an excellent school. Schools cannot achieve this by themselves. As noted in the *Building the Curriculum* series, strong, effective partnerships at local and national level are the key to future improvement in Scottish education. This edition of *How good is our school?* supports you to evaluate the impact of your partnership-working and collaborative activity. You will have a range of partners such as the third sector, youth workers, community learning and development staff, colleges, universities and employers who work with you to deliver learning pathways to meet the needs of all children and young people. Other partners with specialist expertise in additional support needs will also work alongside you to remove barriers to learning and ensure all children and young people experience success in school and beyond school.

“ This new self-evaluation framework highlights partnership and collaboration as significant features of a highly-effective school and a high-performing learning system. ”

The virtuous cycle of improvement

The virtuous cycle of improvement (see Figure 1 below) illustrates the key features of evidence-based self-improvement at school and at system-wide levels. It shows how school and system leaders can empower practitioners to interpret nationally shared aims, such as the principles of Curriculum for Excellence, and apply them in their local contexts in ways which are most appropriate to them. This virtuous cycle is relevant to all sectors of education. Working with the virtuous cycle will help you to understand the importance of regular and rigorous evidence-based internal and external evaluation to inform further improvement.

Fig. 1: The virtuous cycle of improvement



How good is our school? is a toolkit for schools to use to engage in evidence-based analysis of what is working well and what needs to improve and have greater positive impact on learners. Use of the framework by staff in differing roles across your school and with partners including colleges, universities, employers, local authorities and Education Scotland will further strengthen your evaluative work. Excellent schools have robust internal approaches to self-evaluation and also value the objectivity which external partners can bring. Excellent schools understand that self-evaluation should be an ongoing process. They continually reflect and evaluate their work and use the evidence from these activities to plan future improvement. Thus, the direction for future improvement comes from the school and its partners. This is the definition of self-improvement.

Self-evaluation: looking inwards

The significant relationship between effective self-evaluation and school improvement can also be seen as an “inwards, outwards, forwards” approach to help you and your partners answer the questions which remain at the heart of self-evaluation:

- How are we doing?
- How do we know?
- What are we going to do now?

Through this approach, you will look inwards to analyse your work, look outwards to find out more about what is working well for others locally and nationally and look forwards to gauge what continuous improvement might look like in the longer term. *How good is our school?* is intended to support you and your partners in **looking inwards** to evaluate performance at every level and in using the information gathered to decide on what needs to be done to improve.

Fig. 2: Inwards, outwards, forwards



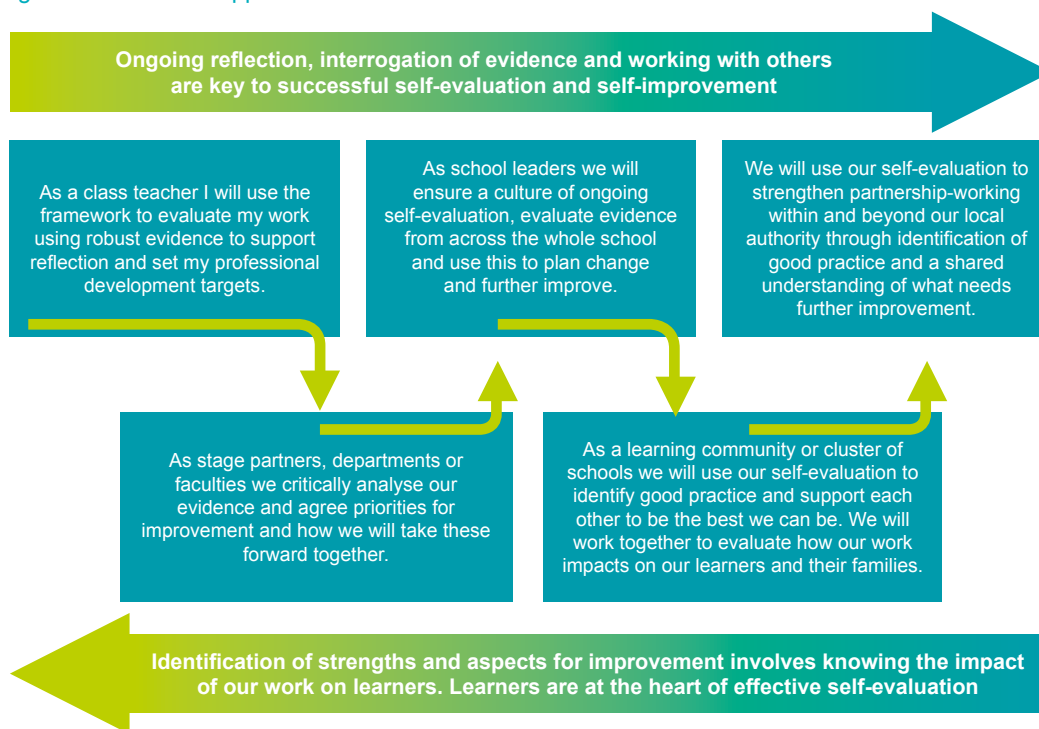
“ Making sound judgements about the impact on learners should be central to self-evaluation. ”

Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact on learners should be central to self-evaluation. *How good is our school?* provides national guidance which your school and your partners can use when working together to evaluate your collective impact on improving outcomes for the learners in your local community.

The collaborative action research approaches which featured in the *School Improvement Partnership Programme* (<http://www.educationscotland.gov.uk/learningandteaching/partnerships/schoolimprovementpartnershipprogramme/intro.asp>) are a key means of increasing innovation and continuous improvement across classroom, school and local authority boundaries. Such approaches go beyond simply sharing good practice. Collaborative enquiry brings depth to practitioners' professional learning and leads to more accurate and honest self-evaluation.

Effective, ongoing self-evaluation provides a unique and valuable picture of what is having most and least impact on learners in a single class, at a stage, within a school or across a cluster or local authority. It should take place within an aspirational vision for continuous school improvement where all stakeholders consider, "How good can we be?" Once the quality of the impact on learners has been evaluated, then plans for improvement can be drawn up. Looking outwards, in other words learning from what happens elsewhere, and looking forwards, in other words exploring what the future might hold for today's learners, can support the improvement planning process. Looking outwards and forwards can provide the justification for moving things in a different direction, and the motivation and inspiration that underpin a school's vision to be the best it can be.

Fig. 3: Collaborative approaches to self-evaluation



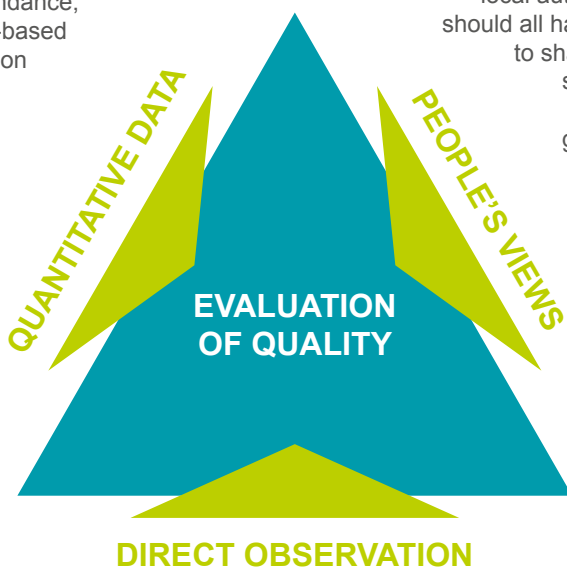
Triangulation of evidence

Triangulation is the process used to ensure evaluative statements about strengths and aspects for development are grounded in a robust evidence base. The triangulation of evidence-based information and data, people's views and direct observation of practice should involve all school staff, learners, partners and other stakeholders. This process leads to a shared assessment of risk and an understanding of your school's capacity for continuous improvement.

Fig. 4: Triangulation

Schools collect a wide range of **quantitative data** for example about attainment, attendance, bullying and prejudice-based discrimination and option choices. Effective self-evaluation includes rigorous interrogation of this data by staff who are data-literate and use the data to recognise emerging issues and when specific interventions are necessary.

Staff, pupils, parents/carers, partners and other stakeholders such as the local authority or governing body should all have regular opportunities to share their views about the school. Examples of how **people's views** can be gathered include through surveys, focus groups, ongoing professional dialogue, learning visits and minutes of team meetings.



Direct observations of practice can take place in a range of learning contexts including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences. Observations should be linked to agreed criteria and a shared understanding of their purpose. All stakeholders including staff, learners, parents and partners can engage in these structured observations and give feedback to support self-evaluation.

Looking inwards through engaging with specific self-evaluation questions

The quality indicator framework is for use by all school staff regardless of their role. Other stakeholders should also see quality indicators and themes which relate to their role in the school and can use the framework to support evaluations of their work. The framework emphasises and supports collaborative self-evaluation within school, between schools and with the wider range of stakeholders who contribute to children and young people's learning and development. Children and young people's active participation in self-evaluation is an important factor. It is not always necessary to use a complete quality indicator or the entire framework for effective self-evaluation. However, over a three- to five-year period, it would be useful for you to demonstrate self-evaluation using all of the quality indicators. In this way you will build a complete picture of your school's work and its capacity for improvement over time and ensure no important aspects are overlooked.

Headteachers have overall responsibility for ensuring the school has a clearly communicated strategic plan for self-evaluation which is ongoing and evidence-based. However, all staff are responsible for ensuring active self-evaluation in partnership with all stakeholders is at the heart of school improvement. Self-evaluation should not be seen as an “add-on” or involve lots of additional time and bureaucracy. It should focus on the key work of your school – learning and teaching. Evidence gathered should arise from your ongoing work. The most important thing is being able to demonstrate impact in relation to improved outcomes for your learners. To achieve this you must continuously track and monitor children and young people’s successes and achievements and use your self-evaluation to identify where your school is performing well and where it could do better. Weaknesses in these outcomes are usually the result of weaknesses within the learning provision or leadership and management, and often in both. Where outcomes are either not improving or are deteriorating, you need to take swift action.

To support your self-evaluation strategy, individuals and teams of staff and partners across the school community will find the toolkit helps them to analyse the impact of their work on learners. Quality indicators or themes from different quality indicators can be bundled together to enable a focus on a particular area of work such as family learning, employability skills or ensuring equity. Developing more specific self-evaluation questions and identifying relevant partners can create a focused context for this type of self-evaluation. This approach can help you identify aspects of school life which need a greater focus through individual professional development or collegiate working. Similarly, partners can develop their own bespoke self-evaluation toolkit by bringing together quality indicators or themes from different self-evaluation frameworks.

Fig. 5: Self-evaluation – taking a closer look



Some examples of how this might work in practice can be found in Appendix 1.

The forthcoming National Improvement Hub aims to extend this approach by making it easier to access all our self-evaluation frameworks and to select what you need depending on the particular project or strand of work you want to evaluate.



The framework

The framework consists of a set of 15 quality indicators (QIs) designed to help you answer three questions linked to important aspects of the work and life of your school. The quality indicators are therefore divided into three categories:

- **Leadership and Management:** *How good is our leadership and approach to improvement?*
- **Learning Provision:** *How good is the quality of care and education we offer?*
- **Successes and Achievements:** *How good are we at ensuring the best possible outcomes for all our learners?*

When the evidence from quality indicators related to each of these categories is combined, it can create a unique and powerful story to answer the central key question: **What is our capacity for continuous improvement?** Or, in other words, **how good can we be?**

Fig. 6: How good are we now? How good can we be?



This diagram illustrates the strong relationship between each of the aspects and the central question about the school's capacity for improvement. A range of appropriate evidence of all three aspects is required to evaluate the school's overall performance. It is however possible to use a only a few of the quality indicators or even a cluster of themes across quality indicators to support self-evaluation related to very specific aspects of a school's life and work.

The quality indicators

There is a set of QIs within each of the three categories. These can support you to take a closer look at specific aspects of your work and can be applied at classroom, department, faculty, whole-school, cluster and local authority level.

Fig. 7: The quality indicators

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Improving wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>

The themes

Effective self-evaluation and “looking inwards” means taking a closer look at how well specific aspects of the school are working. The themes within each of the quality indicators support these activities.

Leadership and Management	
How good is our leadership and approach to improvement?	
Quality Indicator	Themes
1.1 Self-evaluation for self-improvement	<ul style="list-style-type: none"> ■ Collaborative approaches to self-evaluation ■ Analysis and evaluation of intelligence and data ■ Ensuring impact on learners' successes and achievements
1.2 Leadership of learning	<ul style="list-style-type: none"> ■ Professional engagement and collegiate working ■ Impact of career-long professional learning ■ Children and young people leading learning
1.3 Leadership of change	<ul style="list-style-type: none"> ■ Developing a shared vision, values and aims relevant to the school and its community ■ Strategic planning for continuous improvement ■ Implementing improvement and change
1.4 Leadership and management of staff	<ul style="list-style-type: none"> ■ Governance framework ■ Building and sustaining a professional staff team ■ Staff wellbeing and pastoral support
1.5 Management of resources to promote equity	<ul style="list-style-type: none"> ■ Management of finance for learning ■ Management of resources and environment for learning

Learning Provision	
How good is the quality of care and education we offer?	
Quality Indicator	Themes
2.1 Safeguarding and child protection	<ul style="list-style-type: none"> ■ Arrangements for safeguarding, including child protection ■ Arrangements to ensure wellbeing ■ National guidance and legislation
2.2 Curriculum	<ul style="list-style-type: none"> ■ Rationale and design ■ Development of the curriculum ■ Learning pathways ■ Skills for learning, life and work
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> ■ Learning and engagement ■ Quality of teaching ■ Effective use of assessment ■ Planning, tracking and monitoring
2.4 Personalised support	<ul style="list-style-type: none"> ■ Universal support ■ Targeted support ■ Removal of potential barriers to learning
2.5 Family learning	<ul style="list-style-type: none"> ■ Engaging families in learning ■ Early intervention and prevention ■ Quality of family learning programmes
2.6 Transitions	<ul style="list-style-type: none"> ■ Arrangements to support learners and their families ■ Collaborative planning and delivery ■ Continuity and progression in learning
2.7 Partnerships	<ul style="list-style-type: none"> ■ The development and promotion of partnerships ■ Collaborative learning and improvement ■ Impact on learners

Successes and Achievements

How good are we at improving outcomes for all our learners?

Quality Indicator	Themes
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> ■ Wellbeing ■ Fulfilment of statutory duties ■ Inclusion and equality
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> ■ Attainment in literacy and numeracy ■ Attainment over time ■ Overall quality of learners' achievement ■ Equity for all learners
3.3 Increasing creativity and employability	<ul style="list-style-type: none"> ■ Creativity skills ■ Digital innovation ■ Digital literacy ■ Increasing employability skills

Level 5 Illustrations

For the purposes of national benchmarking, the six point scale (Appendix 3) remains an important aspect of *How good is our school?* For each quality indicator in the framework there is an illustration of what an evaluation of “very good” might look like. These illustrations are intended to support professional dialogue and critical reflection during ongoing self-evaluation. They are broad generic illustrations which should be able to be applied in any type of school.

Exemplar features of highly-effective practice

The features of highly-effective practice included alongside each quality indicator are there to help you identify the sorts of evidence which support self-evaluation. They are specific examples of practice that we have found to be successful in some schools but they are not a definitive list of the sorts of practice which might evidence each particular quality indicator. Amongst the examples you will find some that relate more to a particular sector or to particular groups of staff and stakeholders. They might not apply to your context. As part of your ongoing self-evaluation, rather than try to replicate these features of highly-effective practice, you should gather similar examples from your own setting to indicate the strengths of your work.

Challenge questions

Alongside each indicator there is also a starter set of “challenge questions” to support professional dialogue and point to aspects of practice which might require further improvement. Again, some of them are sector specific and they should not be regarded as the only questions that can be asked. They can be used by individual practitioners, but will lead to more meaningful reflection when used by groups of staff, partners and other stakeholders to support a shared understanding of the school's strengths and next steps.

Section 1

Leadership and Management

HOW GOOD IS OUR LEADERSHIP AND APPROACH TO IMPROVEMENT?

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity

1.1 SELF-EVALUATION FOR SELF-IMPROVEMENT

Themes:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Impact on learners' successes and achievements

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasizes the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential.

Level 5 illustration:

■ Collaborative approaches to self-evaluation

All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement. We use a range of effective approaches to ensure all staff, partners, learners, and other stakeholders are actively involved in our ongoing self-evaluation activities. Leaders at all levels support reflection by individuals, groups of staff, and with partners across our learning community. Pupil participation is a strong feature of our approach to self-evaluation and continuous improvement. Through regular and effective collaboration our community has a shared understanding of the school's strengths and improvement needs. We have developed very effective mechanisms to consult with stakeholders and can show how their views inform change and improvement.

■ Analysis and evaluation of intelligence and data

Within our school and with our learning community, we engage regularly in effective quality improvement and moderation activities and have agreed standards and expectations. All staff analyse and use evidence very well to ensure a clear focus on those priorities which will have greatest impact. We have accurate intelligence about the quality of learning and teaching and the attainment and achievement of all learners. We gather a range of data and information to monitor and track progress for all learners. We regularly interrogate data, making use of digital technology to support this where relevant and appropriate. We have taken steps to ensure all planning, monitoring, tracking and evaluating is manageable and relevant for all involved. We use a wide range of local, national and international advice and research to reflect on current practice and evaluate any new initiatives, ideas and changes which have been introduced. We actively seek out and share good practice within and beyond the school and can demonstrate improvement as a result.

■ Impact on learners successes and achievements

Our self-evaluation focuses on key aspects of learners' successes and achievements. We can show clear evidence of improvement based on actions taken as a result of self-evaluation. We can demonstrate the impact of improvement arising from self-evaluation on learning and teaching and the attainment, achievement and wellbeing of all learners. All stakeholders, including children and young people, have shared ownership of this evidence and use it to plan continuous improvement.

Features of highly-effective practice:

- ✓ Self-evaluation is integral to how we work within our community and is an ongoing feature of school life.
- ✓ All staff, pupils, parents and partners are fully involved in improving the life and work of the school.
- ✓ The whole school community has a shared understanding of the strengths and improvement needs of the school.
- ✓ Across the year, there is focused attention on monitoring and evaluating learning and teaching and children's achievements, and to taking improvements forward.
- ✓ Staff work effectively as a team. There is a strong ethos of sharing practice, and of peer support and challenge.
- ✓ A range of stakeholders take lead roles in aspects of school improvement. This includes children and young people, parents and partners.
- ✓ Documentation is sufficiently detailed, evaluative and has a clear purpose.
- ✓ Professional learning activities for all staff are clearly linked to the results of self-evaluation and identified areas for improvement.
- ✓ All staff understand the need to be outward and forward-looking in their evaluation and improvement activities.
- ✓ Staff make effective use of up-to-date research/data from Scotland and beyond to inform their learning and developments.
- ✓ Teachers use a range of different assessments to measure children's progress across the curriculum. They work effectively with colleagues across the learning community to moderate standards.
- ✓ There is evidence that children and young people are confidently engaged in reviewing their own learning and the work of the school.
- ✓ Parents have regular opportunities to support improvement by participating in a range of formal and informal activities.

Challenge questions:

- ✓ How well do all staff understand their responsibility in improvement through self-evaluation?
- ✓ How well do all staff know and understand the key tools to be used in self-evaluation activities including the General Teaching Council Scotland (GTCS) Standards and other QI frameworks?
- ✓ How well do we use digital solutions to support the interrogation of data?
- ✓ How do we ensure improvement for the learner is central to all self-evaluation activity?
- ✓ Do all staff have sufficiently high aspirations and expectations for all children and young people?
- ✓ Do all staff and partners have up-to-date knowledge about the local community and understand circumstances affecting children's lives and learning?
- ✓ How well do we take action to remove barriers to success?
- ✓ How well have we identified our whole-school, departmental and individual strengths and areas for improvement through self-evaluation?
- ✓ How well do we involve all stakeholders (children, staff, parents and carers, families and partners) in self-evaluation and planning for improvement?
- ✓ How well do we provide opportunities for staff to be involved in and lead aspects of school improvement?
- ✓ How well do we encourage staff to reflect on and share their own practice?
- ✓ How effective are we at ensuring an inward, outward and forward focus in our evaluation and improvement activities?
- ✓ How do we know that the changes we have made have improved outcomes for children?
- ✓ How well is evidence from self-evaluation being used to drive forward change?

1.2 LEADERSHIP OF LEARNING

Themes:

- Professional engagement and collegiate working
- Impact of career-long professional learning
- Children and young people leading learning

This indicator relates to leadership of improvements in learning and teaching. It highlights the importance of professional commitment to improving pedagogy through a range of approaches to career-long professional learning including collegiate working. It focuses on leadership which improves outcomes for learners through enabling them to lead their own learning.

Level 5 illustration:

■ Professional engagement and collegiate working

Across our school, an ethos of professional engagement and collegiate working is evident. This leads to continuous improvement in learning and teaching and improved outcomes for our learners. There is evidence of strong leadership of learning by staff at all levels and in a range of contexts. We build and maintain constructive relationships, within our setting and beyond, which foster collective responsibility and mutual support. All staff undertake lead roles to motivate, support and inspire others. Our school has a collegiate learning culture demonstrated through, for example, collaborative practitioner enquiry, peer learning, constructive feedback, professional dialogue and debate. All staff work collaboratively with colleagues, learners, partners and parents to take forward improvement priorities and learn with and from each other.

■ Impact of career-long professional learning

All staff routinely engage in career-long professional learning (CLPL) and develop enquiring and coherent approaches which build and sustain our practice. The model of professional learning is understood and used by all staff. Individually and collectively, we plan and evaluate our professional learning directly on the quality of impact on learning and can evidence improvements for learners. We develop and use knowledge from literature, research and policy sources to support the process of leading and developing learning. We are proactive in extending and deepening our knowledge and understanding of curriculum areas to ensure our subject knowledge is up-to-date. We support staff to access high-quality professional learning linked to cross-cutting themes such as sustainable development education, global citizenship, outdoor learning and international education. We are improving our approaches to digital learning and teaching. We critically reflect on individual and collective professional learning. We work collaboratively to enhance teaching which leads to high-quality learning experiences for our learners. Our staff maintain effective records of their professional learning and development and create a clear professional learning action plan. We can evidence the impact our professional learning has had on our work and the progress, achievement and attainment of learners over time.

■ Children and young people leading learning

We provide a wide range of opportunities and support to ensure children and young people can take responsibility for their own learning, successes and achievements. Our learners are developing the necessary resilience and confidence to enable them to make decisions about their own learning and to lead others' learning. They demonstrate this in a range of learning contexts within the school and community. Children and young people value the professional advice and expertise of school staff and others who support their learning and decision-making. They actively engage in communication and discussions about their next steps and contribute to planning learning pathways which meet their needs and aspirations.

Features of highly-effective practice:

- ✓ Head teachers empower staff and take steps to develop leadership at all levels to improve the overall capacity of the school.
- ✓ Senior leaders create the conditions for effective leadership at all levels and as a result all staff undertake leadership roles which focus on leading learning.
- ✓ All staff participate in individual and collective professional learning which improves outcomes for learners.
- ✓ Staff engage regularly in professional dialogue to develop collective understanding. For example, shared understanding of standards, pedagogy, assessment and strategies for raising attainment.
- ✓ The school has a range of effective systems and structures to facilitate regular collegiate working to maximise opportunities for staff learning within and beyond the school.
- ✓ Senior leaders facilitate a range of approaches to professional learning to enable staff to learn with and from each other. Where appropriate, this includes learning with colleagues across sectors and with partner agencies.
- ✓ Senior leaders build on the skills and talents of individuals to build leadership capacity.
- ✓ There is a very strong focus on improving learning among staff across the school.
- ✓ There is evidence of clear and measurable impact of professional learning on outcomes for learners.
- ✓ Staff work collaboratively to strengthen their understanding and implementation of key national policies including the *Scottish Attainment Challenge*, *Developing Scotland's Young Workforce* and *Learning for Sustainability*.
- ✓ Staff are confident in discussing how they have improved their practice as a result of their professional learning activities.
- ✓ There is evidence of a range of strategies in use to support children and young people to take responsibility for their own learning and progress. These are enabling children and young people to have greater confidence and skills in leading their own learning and that of others.
- ✓ Learners regularly engage in challenging dialogue with others about their learning and progress and use this to set themselves clear targets in learning.

Challenge questions:

- ✓ How effectively do we create a learning culture within our school?
- ✓ To what extent are all staff involved in leading learning across and beyond our school?
- ✓ How well do we support staff to make use of the Framework for Educational Leadership and Scottish College for Educational Leadership (SCEL) to support their learning and development?
- ✓ To what extent is our professional learning based on the values and actions within the GTCS professional standards?
- ✓ To what extent do our quality improvement processes lead to improvements in learning and teaching?
- ✓ How effective are our approaches to collegiate learning? Are we using an appropriate range of approaches which enable us to learn with and from each other?
- ✓ How effective are we at building on individual skills and talents to lead improvements?
- ✓ How effectively do we share our individual and collective learning across the school?
- ✓ To what extent do we critically engage with research, policy sources and developments in learning and teaching?
- ✓ How do we know that our professional learning is improving outcomes for learners?
- ✓ How reliable is our evidence of impact on pupil learning?
- ✓ To what extent do we support children and young people to take responsibility for their own learning and progress?
- ✓ What strategies are we using to develop resilience and confidence in our learners to lead their own and others learning?
- ✓ How effectively are we supporting learners to initiate questions about their own learning and progress?
- ✓ To what extent are our approaches improving learning for all?

1.3 LEADERSHIP OF CHANGE

Themes:

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners.

Level 5 illustration:

■ Developing a shared vision, values and aims relevant to the school and its community

We are committed to ensuring that we achieve the highest possible standards and success for all learners. All staff show commitment to shared educational values and professional standards. Senior leaders provide strong leadership which has enabled our school and wider community to develop, promote and sustain an aspirational vision which underpins our continuous improvement. Our vision evolves through ongoing reflection and debate across the school and community. As a result of this active collaboration, the school and community have ownership of the vision, values and aims. These are shaped by our clear understanding of the social, economic and cultural context in which children, young people and their families live alongside our awareness of current policy and practice. Through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality.

■ Strategic planning for continuous improvement

Senior leaders create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. We ensure proposed changes demonstrate the interconnectedness of the school and community in improving learning and outcomes for children and young people. Senior leaders effectively guide and manage the strategic direction and pace of change. They take good account of assessment of risk to ensure we follow through on strategies for achieving change. We protect time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement.

■ Implementing improvement and change

Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work. Senior leaders in our school community promote and support innovation, creativity and practitioner enquiry which lead to positive change. They work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners. We continually reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement. Staff, learners and partners engage regularly in critical and creative thinking. As a result, children and young people have developed increased capacity to respond and adapt to change. Practitioner enquiry and creative approaches are integral to the thinking and practice of staff, pupils and partners. We have effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of our school.

Features of highly-effective practice:

- ✓ All staff have consistently high expectations of all learners.
- ✓ Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school.
- ✓ All staff have a very clear understanding of the social, economic and cultural context of the local community of current educational policy. They use this knowledge well to shape the vision for the school.
- ✓ The vision of the school is ambitious and focuses on improvements in outcomes for all.
- ✓ Learners are supported to understand the vision aims and values through the four contexts for learning.
- ✓ Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions.
- ✓ All teaching staff regularly reflect on, and show commitment to, the shared values as embedded in the GTCS standards.
- ✓ All staff are committed to change which results in improvements for learners.
- ✓ All staff are clear on the schools strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements.
- ✓ Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities (e.g. use of a range of improvement methodologies).
- ✓ All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.
- ✓ Senior leaders create conditions to support creativity, innovation and enquiry.
- ✓ Opportunities for learners and staff to regularly engage in critical and creative thinking are embedded.
- ✓ Practitioner enquiry forms a regular feature of approaches to continuous improvement.
- ✓ Practitioners have systematic opportunities to review and refresh their pedagogical practice.

Challenge questions:

- ✓ To what extent does our school community have ownership of our vision, aims and values?
- ✓ What range of data and information do we utilise to understand the social, economic and cultural context of the local community?
- ✓ How effective are our processes for involving the whole school community in the ongoing review of our vision, aims and values?
- ✓ What strategies do we employ to translate our vision, values and aims into daily practice within our school? How effective are these?
- ✓ How well do we use our vision, aims and values when making decisions about future improvement priorities?
- ✓ How effective are we at nurturing creativity and innovation?
- ✓ Does everyone in the school have a clear understanding of our collective strengths and areas for development? Are conclusions about these drawn from a wide range of data and evidence?
- ✓ What strategies do we use to guide the strategic direction and pace of change? Is this carefully planned to ensure sufficient time for embedding improvements?
- ✓ How well do we create collaborative conditions for staff to learn with and from others through critical enquiry? Are we maximising all opportunities available to support peer collaborative learning?
- ✓ How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning?
- ✓ How effective are our approaches to planning for continuous improvement? How do we ensure a continued focus on improvements in outcomes for learners?
- ✓ To what extent are our tools for change impacting positively on staff and improving outcomes for all learners?

1.4 LEADERSHIP AND MANAGEMENT OF STAFF

Themes:

- Governance framework
- Building and sustaining a professional staff team
- Staff wellbeing and pastoral support

This indicator highlights the importance of sound governance and fair and proper recruitment and selection of staff. It focuses on accountability, responsibility and shared values as important features of building and sustaining a highly-professional staff team. Effective empowerment of staff and partners with due regard to wellbeing and positive relationships is a key feature of a successful professional team.

Level 5 illustration:

■ Governance framework

Leadership of our school is clearly founded on the key governance principles of high-quality learning, learner engagement and quality culture. The roles and responsibilities of groups and individuals are defined through our clear framework of governance. The governing body monitors the school's actions rigorously and ensures a prompt response to stakeholders' concerns and suggestions. The governing body works in close partnership with the school. There are clear lines of accountability for the school's performance and quality, including young people's progress and achievements. Strategic leadership leads to high-quality outcomes for children and young people.

■ Building and sustaining a professional staff team

Our school uses effective and transparent recruitment, selection and performance management procedures consistent with current legislation and local and national agreements. Safeguarding procedures are clearly understood and implemented by managers with responsibilities for the recruitment of staff. Our appointment procedures give due regard to the skills, aptitudes and experience required for the post. We have supportive induction policies and procedures for all staff. A coaching and mentoring approach to professional review and development is used effectively by all staff to reflect on their professional knowledge and skills. Staff actively engage in professional learning activities to improve their effectiveness. Staff capability, capacity and leadership are well developed to support the culture of learning. Staff development and career-long professional learning is well coordinated and provides meaningful opportunities to learn from each other as well as with others out with school. Development of staff has a direct and positive impact on outcomes for children and young people.

■ Staff wellbeing and pastoral support

Clear policies and procedures are in place to ensure pastoral support and wellbeing of staff. These are shared with staff and well understood. The culture and ethos of our school is positive and focused on the needs of all staff, partners and learners. We actively promote equalities for all, so staff feel confident in the workplace. Our staff feel empowered and motivated to take decisions and lead aspects of school improvement. The school has clear guidance for setting high professional standards of conduct as outlined by national policy and local agreements. All staff take responsibility for ensuring our approaches to communication are wide, varied and effective. Opportunities to consult, share information and raise concerns are well established and understood by all staff. Lines of accountability are clear. All staff share information effectively, listen to others and respond positively to ideas and issues raised with them.

Features of highly-effective practice:

- ✓ A governance framework clearly outlines the roles and responsibilities of all staff and governing bodies.
- ✓ The vision and values of the school are modelled by all relevant groups and individuals.
- ✓ Senior leaders are approachable and operate an open-door policy for staff.
- ✓ All staff make effective use of digital communication and balance this well with opportunities for face-to-face discussions and collegiate time.
- ✓ The school monitors its responses to the range of complaints it receives.
- ✓ Recruitment arrangements are outlined clearly in policy and procedures documents. They take appropriate account of parental involvement legislation.
- ✓ Equalities legislation is adhered to and explicit in recruitment practices.
- ✓ The school community is proactive in tackling prejudice-based discrimination so all staff feel able to be themselves in the workplace.
- ✓ All staff have current membership of the Protecting Vulnerable Groups (PVG) Scheme.
- ✓ Teachers are confident in their application of the GTCS standards and their professional learning leading to Professional Update.
- ✓ Arrangements for PRD are in line with national guidance.
- ✓ Student teachers and newly qualified teachers are well supported to increase their confidence and develop sound pedagogies.
- ✓ Supply teachers have equal access to PRD and professional learning opportunities.
- ✓ Local policies and procedures to manage staff discipline, attendance/absence and grievance are clear and implemented appropriately.
- ✓ A “dignity at work” policy is in place and shared with all staff.

Challenge questions:

- ✓ To what extent do our governance arrangements promote a quality culture?
- ✓ How well do all accountable groups and individuals contribute to high-quality outcomes for learners?
- ✓ How well do we seek feedback about the effectiveness of our communications and take account of staff views?
- ✓ How well can we demonstrate that we learn from complaints?
- ✓ How well does our implementation of recruitment and selection policies result in the best candidate for the post?
- ✓ How effectively do we monitor and track PVG Scheme membership including retrospective checking?
- ✓ How well do we involve parents and ensure they have had recent training and confidence to contribute on appointment panels?
- ✓ To what extent are our approaches to induction and mentoring supporting recently appointed staff?
- ✓ How well do line managers know their responsibility within Professional Update with the GTCS?
- ✓ How well do PRD and school improvement planning bring about improved outcomes for children and young people?
- ✓ How well do we keep staff informed and reminded of expectations of their conduct?
- ✓ How well do we promote staff rights and responsibilities?
- ✓ How well does the staff handbook serve new staff?
- ✓ Do our temporary and short-term staff feel well enough supported?
- ✓ Are our health and safety and risk assessment procedures appropriate and implemented systematically?

1.5 MANAGEMENT OF RESOURCES TO PROMOTE EQUITY

Themes:

- Management of finance for learning
- Management of resources and environment for learning

This indicator highlights the importance of sound risk assessment which puts the needs of learners at the centre of decisions about financial and other resource management. The promotion of equity is a shared responsibility held by all staff, partners and stakeholders. The school's management of resources should result in building a more sustainable and equitable future for all.

Level 5 illustration:

■ Management of finance for learning

We have effective systems for financial stewardship and management to ensure best value and sustainability. We make innovative use of the finances available to allocate resources to take forward our improvement priorities and planned developments. Our available budget is used very effectively to meet the needs of all learners. Staff, pupils, parents, partners and other stakeholders understand their responsibilities for effective financial management. We are pro-active in seeking funding from a range of sources to support specific aspects of our work. We work together to ensure transparency and equity in the use of our financial resources. We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate. Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.

■ Management of resources and environment for learning

We make the best use of available resources, including digital technologies, to create, sustain and enhance a motivating environment for effective learning. The learning environments across the school are seen as a resource to fully support learning, teaching and inclusion. We have a wide range of appropriate resources to support and challenge learners at all levels of their learning. We encourage our learners to make independent and responsible use of a range of resources. We ensure sustainable, transparent and equitable allocation and use of resources to support the learning needs of all. We manage allocated resources proactively and efficiently to meet planned learning and development priorities. In consultation with relevant stakeholders, resources are sourced, allocated and used efficiently and effectively to meet organisational, local and national priorities and the needs of the people we work with. We use data and evaluations of the impact of previous planning priorities and learning programmes to inform future resourcing decisions. We diligently implement relevant health and safety legislation and are vigilant in ensuring the security and safety of all users and visitors. As a result, our buildings are secure and any health and safety issues are identified and addressed promptly.

Features of highly-effective practice:

- ✓ Pro-active approaches to financial stewardship and management ensure finances are available and used most effectively for both short- and long-term priorities.
- ✓ Senior leaders ensure the use of financial resources are transparent and ensure equity for all.
- ✓ Expenditure decisions are made in line with the school's aims and vision to achieve planned priorities.
- ✓ Senior leaders and admin staff develop effective systems and procedures to enable budgets to be easily monitored and prioritised.
- ✓ Procedures for accessing support from those with financial expertise are in place and used effectively.
- ✓ There is clear and measurable impact of financial expenditure on improving outcomes for all learners.
- ✓ Staff have a shared understanding of what impacts on child poverty and make effective use current available data on levels of child poverty apply this to ensure equity.
- ✓ The school can evidence that decisions about expenditure have resulted in increased attainment and achievement.
- ✓ The impact of new resources are carefully monitored and evaluated to ensure a positive impact on learning. Evidence is used to support future resourcing.
- ✓ When planning future resource acquisition, consideration is given to ensuring best value and sustainability of improvement.
- ✓ All available resources, including digital technologies and outdoor spaces, are used effectively to create and sustain effective learning environments. These are used well to support learning.
- ✓ Teachers make effective use of a range of resources, including digital technologies, to provide appropriate support and challenge for learners.
- ✓ Resources across the school are well maintained and organised to enable effective and efficient use.
- ✓ Learners select from a wide range of resources and use these responsibly and flexibly to meet their individual needs.
- ✓ School facilities are safe and secure for all.

Challenge questions:

- ✓ How effective and efficient are our approaches to financial management?
- ✓ What procedures do we employ to ensure transparency and equity in the use of our financial resources?
- ✓ How effective are our systems for managing shared budgets to ensure a clear focus on promoting equity (e.g. cluster or Parent Council budgets)?
- ✓ How effectively do we allocate resources to sustain improvement priorities?
- ✓ To what extent do our approaches to resource acquisition and allocation improve outcomes for all learners?
- ✓ To what extent is financial expenditure focused on improving the quality of learning and teaching?
- ✓ How well are our buildings and grounds being used to deliver learning experiences and to support learner, staff and community wellbeing?
- ✓ How effectively do we monitor the use and impact of available resources on learning and teaching?
- ✓ How well do we work collegiately with pupils, parents and partners to inform appropriate resourcing decisions?
- ✓ How effectively do we use our resources to meet the learning needs of all and ensure equity?
- ✓ How effectively are learners using a range of resources including outdoor spaces and community resources to support their learning?
- ✓ How effective are our health and safety procedures and are they proportionate and enabling?
- ✓ How rigorous are our auditing processes to enable us to effectively plan, monitor and manage our resources?



Section 2

Learning Provision

HOW GOOD IS THE QUALITY OF THE CARE AND EDUCATION WE OFFER?

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Teaching, learning and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

2.1 SAFEGUARDING AND CHILD PROTECTION

Themes:

- Arrangements for safeguarding, including child protection
- Arrangements to ensure wellbeing
- National guidance and legislation

This indicator focuses on the wide range of duties required of all staff and partners to ensure that all children and young people are safe, well cared for and enabled to flourish. This indicator looks to how the school takes account of statutory requirements in relation to child protection to ensure the needs of all learners are met. Safeguarding all children and young people requires strong partnerships to be established between the school and its local community. This includes well-planned progressive learning opportunities so that children and young people can become more resilient and develop a sound understanding of how they can keep themselves safe.

Level 5 illustration:

■ Arrangements for safeguarding, including child protection

We have clear, appropriate and up-to-date policies and procedures in place to ensure the safeguarding of children and young people including child protection. All staff take part in regular professional learning and are confident in responding to any child protection or safeguarding issue, including e-safeguarding, child sexual exploitation and extremism. Arrangements for making a safeguarding or child protection concern are well-publicised and understood by all staff, partners, learners and parents. Senior leaders have been trained in safeguarding matters to a high level and demonstrate sound knowledge and understanding, acting as models of best practice for staff and the wider school community. Approaches to safeguarding and child protection are an important part of our self-evaluation and improvement activities.

■ Arrangements to ensure wellbeing

The ethos and vision of the school strongly promotes equality, challenging all forms of discrimination. Children tell us that they have been able to build up positive relationships with consistent adults whom they trust enough to talk to when they need help. They have access to a named person to help them who they can discuss personal issues with, whenever they want to. They feel that they are supported well to help themselves and are fully involved in decision-making. Our policies for pastoral care are clear, appropriate and implemented. We have well-embedded systems in place to promote wellbeing across all aspects of the life of the school. These include highly-effective systems to support learners to make a complaint. We use learning and teaching approaches and the curriculum to promote resilience, and responsible citizenship. These approaches are highly sensitive and responsive to the wellbeing of each child and young person.

■ National guidance and legislation

Children are safe and feel safe in school. There is a strong, robust and proactive response from adults that reduces the risk of harm to children. Adults working with them know and understand the indicators that may suggest that a child/young person is suffering or is at risk of suffering harm. They take the appropriate and necessary action in accordance with local procedures and statutory guidance. Staff are aware of emerging issues within society such as radicalisation and child sexual exploitation. Senior leaders and governing bodies, where appropriate, ensure that they comply with their child protection duties under legislation. Our record keeping for all safeguarding matters is maintained to the highest standards.

Features of highly-effective practice: Challenge questions:

- ✓ Senior leaders responsible for safeguarding are clear about the expectations of their role, and provide good support and direction for staff.
 - ✓ Robust arrangements are in place to ensure that all staff (including volunteers and partners) are aware of their responsibilities in relation to child protection and equality policies and procedures.
 - ✓ Safeguarding is an important thread running through the school's self-evaluation.
 - ✓ Effective systems provide a systematic and strategic overview of the number and nature of cause for concerns raised, initial referral discussions, child protection case conferences, and child protection registrations.
 - ✓ The curriculum effectively promotes safeguarding and wellbeing across all stages, taking good account of the context of the school.
 - ✓ Children feel able to make a complaint against school practice and procedures, and are confident their views will be taken seriously and acted upon.
 - ✓ Unexplained, regular or long-term absence is supported through a range of approaches and strategies.
 - ✓ Child protection and safeguarding policies and procedures reflect current legislation and guidance. All policies and procedures are reviewed on a regular basis.
 - ✓ All child protection records are stored safely and securely ensuring all sensitive information is only accessible to relevant staff members.
- ✓ Are approaches to child protection and safeguarding known and understood by all across the school community?
 - ✓ How good is the leadership in driving forward this important area of practice, and how do we know?
 - ✓ How effective are the recording and planning processes in delivering positive outcomes for children and young people where there are child protection or safeguarding concerns?
 - ✓ Are safeguarding arrangements regularly reviewed as an integral part of our self-evaluation processes?
 - ✓ How do we ensure that staff are kept up-to-date with safeguarding practice including, for example, e-safety, extremism, female genital mutilation and child sexual exploitation?
 - ✓ How well are children and young people supported following a safeguarding or child protection concern?
 - ✓ How effectively are incidents related to equalities acted upon to prevent future occurrences?
 - ✓ How well do staff take account of the views and experiences of children and young people, particularly where decisions are to be made that may impact on life choices?
 - ✓ How effective are our approaches to support wellbeing (e.g. buddies, mentors, safe areas)? How do you measure the impact of these approaches?
 - ✓ Does the school promote an ethos and culture of positive engagement and participation with its pupils and parents?

2.2 CURRICULUM

Themes:

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

This indicator highlights the importance of placing the needs of learners at the centre of curriculum design and development. The structure and delivery of the curriculum should take good account of local and national circumstances. The curriculum is the totality of learning experiences across the four contexts as delivered by the school and its partners. An effective curriculum results in strong outcomes for all learners.

Level 5 illustration:

■ Rationale and design

We work together as a school community to develop, promote and sustain an aspirational vision for our curriculum. The curriculum has a clear vision and rationale shaped by the shared values of the school and its community. Our curriculum is grounded in our commitment to securing children's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting. There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum. The structure of the curriculum provides equity of opportunity to maximise the successes and achievements of all our learners. We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement. Our creative and innovative approaches to curriculum design support positive outcomes for learners.

■ Development of the curriculum

Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community. We work well with partners to ensure creative and innovative approaches to curriculum development are encouraged and support positive outcomes for learners. The development of our curriculum is underpinned by a coherent whole school approach to learning for sustainability.

■ Learning pathways

The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.

■ Skills for learning, life and work

All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning. We pay particular attention to ensure children and young people experience increasing levels of challenge as they develop skills for learning, life and work. Our staff and partners provide well-planned opportunities for learners to develop an awareness of the world of work. We emphasise enterprise and creativity across all areas of learning.

Features of highly-effective practice: Challenge questions:

- ✓ All stakeholders contribute to the rationale, design and ongoing development of the curriculum. Everyone understands what the school is trying to achieve through its curriculum.
- ✓ All stakeholders are able to talk about how the unique features of the school community inform the design of the curriculum.
- ✓ All staff and partners are ambitious and expect high levels of attainment and achievement for all learners.
- ✓ Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact on children and young people.
- ✓ Very good use is made of information and support materials drawn from a range of local, national and international resources to support informed debate on curriculum development.
- ✓ School leaders provide clear direction through a manageable and ambitious long-term plan for the ongoing development of the curriculum.
- ✓ Planning for progression in children and young people's learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time.
- ✓ Outdoor learning is a regular, progressive curriculum-led experience for all learners.
- ✓ There is a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.
- ✓ Learning for sustainability is embedded across our curriculum.
- ✓ Our curriculum has a strong focus on developing the skills our young people need in the world of work.
- ✓ We make our children and young people aware of a range of careers and the skills required for them. We challenge gender stereotypes within careers.
- ✓ How much account is taken of local and national policy and guidance when agreeing the rationale and design for our curriculum?
- ✓ To what extent do we take account of all the factors that make our school unique?
- ✓ Does the curriculum experienced by our learners reflect our rationale? How do we know?
- ✓ To what extent do we make effective use of available support materials and information to inform the development of our curriculum?
- ✓ To what extent does our curriculum promote equity and raise attainment for all children and young people?
- ✓ How effective is the leadership of curriculum development at all levels?
- ✓ How well are children and young people involved in planning and identifying opportunities for personalisation and choice?
- ✓ Is the level of personalisation and choice improving outcomes for children?
- ✓ Do we have a shared understanding of what progression looks like?
- ✓ To what extent does our school team have a shared understanding of interdisciplinary learning and how to develop it as an important context for learning?
- ✓ How effective is our whole school overview in ensuring children's knowledge and skills are built appropriately over time?
- ✓ How well do our approaches to profiling develop children's and young people's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning?
- ✓ Do we make best use of our partners, including international partners, to provide opportunities for young people to develop skills and achieve?
- ✓ How knowledgeable and up-to-date is our school team about career and employability prospects?
- ✓ Is the entitlement of learners to Learning for Sustainability being met?

2.3 LEARNING, TEACHING AND ASSESSMENT

Themes:

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.

Level 5 illustration:

■ Learning and engagement

The ethos and culture of our school reflects a commitment to children's rights and positive relationships. Our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning and have opportunities to lead the learning. Our learners are successful, confident and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities. They know that their views are sought, valued and acted upon.

■ Quality of teaching

Our teaching is underpinned by our shared school vision and values. We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.

■ Effective use of assessment

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.

■ Planning, tracking and monitoring

We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Learners are fully involved in planning learning. As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

Features of highly-effective practice: Challenge questions:

- ✓ The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
 - ✓ Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.
 - ✓ Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.
 - ✓ Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
 - ✓ Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.
 - ✓ Staff access and apply relevant findings from educational research to improve learning and teaching.
 - ✓ Planning is proportionate and manageable and clearly identifies what is to be learned and assessed.
 - ✓ Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.
 - ✓ A quality body of evidence is used to support assessment judgements and decisions about next steps.
 - ✓ Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching.
 - ✓ Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.
 - ✓ All teachers have well-developed skills of data analysis which are focused on improvement.
- ✓ How well are learners enabled to select and make use of high-quality resources and equipment including digital technologies?
 - ✓ How well do we use our community and spaces to deliver high-quality outdoor learning?
 - ✓ How well do we motivate and engage all learners in all aspects of school life?
 - ✓ How well are we enabling learners to become independent learners and develop the four capacities?
 - ✓ How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
 - ✓ How well do we communicate the purpose of learning and give effective explanations for all learners?
 - ✓ How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills?
 - ✓ How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?
 - ✓ How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?
 - ✓ How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?
 - ✓ How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?
 - ✓ How effectively do we involve learners and parents in planning and evaluating learning?
 - ✓ How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning?

2.4 PERSONALISED SUPPORT

Themes:

- Universal support
- Targeted support
- Removal of barriers to learning

This indicator focuses on the provision of high-quality support that enables all children and young people to achieve success. It highlights the importance of wellbeing and involving children and young people in decisions about how their needs should be met. Strong partnerships with parents and other partners who support children and young people are essential. Monitoring the impact of interventions and making timely adjustments to practice are key to providing highly-effective universal and targeted support.

Level 5 illustration:

■ Universal support

All children and young people are benefitting from high-quality universal support. We have an effective strategy for securing positive relationships and behaviour which all staff and partners take responsibility for implementing. Children and young people are at the centre of all planning, as active participants in their learning and development. Our children and young people have frequent opportunities to discuss their learning with a key adult who knows them well, helping them to set appropriate next steps. This enables them to review their own learning and plan for next steps, gain access to learning activities which will meet their needs, work with a range of partners, and prepares and supports them through changes and choices. Learning targets are in place specific to individual learners, built on prior learning and reviewed and evaluated systematically with next steps based on their progress. All staff know and respond very well to the individual needs of children and young people and promote and support their wellbeing. Tasks, activities and resources are effectively differentiated to ensure appropriate pace and challenge for all learners. Our staff and partners work effectively together to increase their ability to meet the needs of our diverse learners through effective use of professional learning, support and specialist resources.

■ Targeted support

Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required. We fully adhere to legislative requirements and provide all children with additional support needs with high-quality targeted support, including highly-able children. We recognise the important role of parents and partners with specific expertise in supporting children and young people. Children, parents and partners are fully involved in decisions about learning and support. Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.

■ Removal of barriers to learning

Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty. All children with a disability, health issue or social and emotional needs benefit from high-quality targeted support. The school works with key partners to remove barriers to learning and provide an inclusive learning environment.

Features of highly-effective practice: Challenge questions:

- ✓ Both universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning.
 - ✓ There are high expectations for all learners across the school.
 - ✓ Children requiring additional support have high-quality individualised and meaningful progression pathways.
 - ✓ Learners' needs are identified through robust assessment information including specialist input where required.
 - ✓ Staff make effective use of staged intervention processes and the named person service to ensure children and young people's needs are met.
 - ✓ Relevant support staff are involved in planning and reviewing support for individuals and groups of learners.
 - ✓ Children and young people and their parents/carers are fully involved in decisions about how their needs will be met.
 - ✓ Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for all learners.
 - ✓ Effective partnership approaches are embedded within planned programmes and support processes.
 - ✓ There is a strong ethos across the school to minimise the impact of potential barriers to learning.
 - ✓ Staff reflect on their own practice and work collaboratively with others, including stakeholders, to build their capacity to meet the needs of all learners.
 - ✓ The school reviews the progress of all children effectively, including those with additional support needs. They can provide reliable and valid evidence to support this process.
- ✓ How well do staff know learners as individuals?
 - ✓ Does the school have effective assessment systems in place to identify the ever-increasing diverse needs of children?
 - ✓ Are there robust arrangements in place to ensure all learners have regular communication and discussions with a key adult to review their learning and plan next steps?
 - ✓ How effective are profiling processes across the school?
 - ✓ Do staff consider whether their learning and teaching and assessment approaches meet the needs of diverse learners?
 - ✓ Are staff able to access effective levels of support and training to build their capacity to engage with the needs of diverse learners?
 - ✓ How good is our understanding of differentiation? Do staff and partners use a range of approaches that meet the needs of all learners?
 - ✓ How well does our curriculum planning meet the needs of different groups of learners?
 - ✓ How effectively do we involve parents and partner agencies to ensure learners benefit from the right support at the right time including next steps in learning, changes and choices?
 - ✓ How do we know if personalised support is having the desired impact of improving outcomes for learners?
 - ✓ To what extent is our school an inclusive learning environment?

2.5 FAMILY LEARNING

Themes:

- Engaging families in learning
- Early intervention and prevention
- Quality of family learning programmes

This indicator focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on schools working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.

Level 5 illustration:

■ Engaging families in learning

Families receive high-quality universal and targeted support that enables them to access learning activities which meet their needs. Universal support is open to all families. Targeted support is offered to those families who have been identified as having singular or multiple needs that are having an impact on their health and wellbeing, development and/or learning. Families have regular opportunities to discuss their learning with staff and set appropriate targets for the next stages. Families are well supported to plan opportunities for personal achievement. Learning targets are in place specific to the family as a whole and as individual learners, built on prior learning and reviewed and evaluated. Families are at the centre of this planning, as active participants in their learning and development. Parents and carers are supported to actively and meaningfully engage in their children's learning and life at school. Staff work with parents and carers to reduce potential barriers to engagement and are responsive to the family circumstances such as families affected by imprisonment, English as an additional language and mental health issues.

■ Early intervention and prevention

Our staff and partners use available data, analysis and intelligence gathering to inform their understanding of community and individual family's needs and to ensure appropriate timely interventions. Our staff are aware of the factors causing child poverty within our community. We work with parents and other agencies to help parents minimise the effect of poverty on our children. Needs are identified and reviewed in consultation with families, partners and stakeholders. Our staff has an informed understanding of local demographics that informs more targeted support when appropriate. Strong partnership approaches facilitate sustainability and a more robust service for families. Families benefit from our strong collaboration with colleagues from other sectors which supports referrals to and from services and enables tracking and builds trust. Families are consulted in a meaningful way when staff are looking at progression from their service. We work well with other services to ensure continued strong support for families.

■ Quality of family learning programmes

Our courses are stimulating, challenging, relevant and enjoyable. Families are fully engaged and participate in designing and delivering content. We consult with families to ensure we are meeting their needs in relation to literacy, numeracy, health and wellbeing and wider family learning outcomes. Learning outcomes support families through changes and choices. We actively promote lifelong learning, both in families, and as individual learners. As a result of our family learning classes, families have increased aspirations as individuals and as a family. They have a sense of achievement and successes are recorded and celebrated.

Features of highly-effective practice: Challenge questions:

- ✓ Creative approaches are used to engage families.
 - ✓ Almost all those engaged in family learning courses are highly-motivated and actively involved in their own learning and development.
 - ✓ Almost all the children and their parents are included, participating, achieving and progressing very well in their learning.
 - ✓ There is clear evidence that the life chances of those families experiencing particular challenges are being improved as a result of their engagement in family learning.
 - ✓ Almost all learners report improvement in their health and/or wellbeing.
 - ✓ Family learning is responsive to identified needs.
 - ✓ Staff have an appropriate shared understanding of *Getting it Right for Every Child* (GIRFEC) and use these approaches to meet the needs of families.
 - ✓ Family learning promotes equality, fairness and diversity.
 - ✓ There is evidence that family learning is supporting families to minimise the impact of poverty on learning and achievement.
 - ✓ Participation in family learning courses are monitored robustly to highlight trends and support effective early intervention strategies.
 - ✓ Families are matched into the right programme which is negotiated and addresses identified needs.
 - ✓ Families know that whatever their needs they will be able to access the right support that will enable them to reach their full potential as individuals and as a family.
 - ✓ Family learning is leading to stronger home-school links which are improving outcomes for learners.
- ✓ To what extent are we sure of what meaningful engagement with families looks like?
 - ✓ What evidence do we have that family learning is improving the life chances of the families involved?
 - ✓ Are outcomes for children improving as a result of their participation in family learning? How do we know?
 - ✓ How is family learning improving their capacity to learn?
 - ✓ How can we demonstrate that families are feeling included and that they are participating, achieving and progressing?
 - ✓ How is our family learning helping promote the wellbeing indicators? How do we know?
 - ✓ How are we ensuring that provision is responsive to the needs of families?
 - ✓ How effectively do we use current available data about levels of poverty in our community to help us target interventions?
 - ✓ How are we actively promoting equality, fairness and diversity?
 - ✓ How effectively do we monitor participation?
 - ✓ How well do we match the right programme to the right families?
 - ✓ To what extent do all staff understand GIRFEC, the wellbeing indicators and how these can have a positive impact on children and their families?
 - ✓ How well are families supported in developing strategies which lead to positive relationships, better learning and better behaviour?

2.6 TRANSITIONS

Themes:

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

This indicator focuses on the need for children and young people to be well supported as they move into school, through school and beyond school. Effective partnership working, tracking of progress and robust record keeping are essential to support continuity in learning at points of transition. That continuity is crucial to maximising children and young people's successes and ensuring the most appropriate post-school destination.

Level 5 illustration:

■ Arrangements to support learners and their families

Children, young people and their parents and carers are actively engaged in transitions at all stages of learning. Children and young people's mental, emotional, social and physical needs are taken very good account of when we are planning transitions, including during any shared activities and experiences. There are effective arrangements in place to involve families and relevant agencies in designing transitions for those requiring additional support. We take account of what makes for effective transitions into, during and beyond any stage of our children and young people's learning. This includes, where appropriate, shared placements and arrangements for interrupted learners where there are particular transition considerations. There is also a strong focus on ensuring a high level of social and emotional support for all children and young people. Children and young people demonstrate high levels of resilience and confidence during transitions and continue to make progress. They are supported and enabled to make informed choices about their next phase of learning, including preparation for further and higher education and the world of work and future careers.

■ Collaborative planning and delivery

There is a comprehensive, well-planned programme of transition arrangements in place. We plan and work with partners and other agencies to ensure transition arrangements are effective for all learners, including those requiring additional support and in line with legislative requirements. These plans take account of transitions for cohorts of learners as well as individuals. We work collaboratively across our learning community to ensure effective information sharing about learners' progress and needs. We have sound arrangements for transferring information from one named person to another to ensure continuity of plans such as a Child's Plan or coordinated support plan. We have agreed shared approaches to record keeping and passing on of information using digital technology to support this as appropriate.

■ Continuity and progression in learning

There is continuity and progression in learning across all curriculum areas at all stages of learning. We plan collaboratively to develop a shared understanding of progress both within our establishment and with others. We make very good use of tracking and monitoring, profiling and personal learning planning to help children and young people identify strengths and next steps in learning. As a result, our children and young people continue to build their knowledge, skills and attributes and maintain an appropriate pace of progress. Working with partners we effectively support all young people into sustained positive post-school destinations.

Features of highly-effective practice: Challenge questions:

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- ✓ Transition arrangements ensure children and young people's wellbeing and raise attainment.
 - ✓ There are planned opportunities for staff to come together to develop a shared understanding of progress across levels and into the senior phase.
 - ✓ There are clear, shared processes in place for the transfer of information about all children and young people's learning and achievements across the curriculum.
 - ✓ Information about children and young people's learning and achievements is used effectively to ensure continuity in learning across the curriculum for all children and young people.
 - ✓ Profiling, including the P7 and S3 profiles, is used to inform and improve future learning. They are used with children and young people to discuss their progress to support continuity in learning at transitions.
 - ✓ Children and young people are able to articulate their progress to key adults as they make the transition from one stage of learning to another.
 - ✓ Children, young people and their parents and carers are actively involved in planning transitions.
 - ✓ Children and young people are supported to make informed choices about the next phase of their learning, this includes: preparation for further and higher education; and the world of work and future careers.
-
- ✓ To what extent are all children and young people supported so that both their learning and social and emotional needs are addressed?
 - ✓ How effective are our transition arrangements in raising the attainment of children and young people?
 - ✓ How effectively do we use transition information to plan progressive learning pathways for all children and young people?
 - ✓ To what extent do staff have opportunities to develop a shared understanding of: progress in learning across levels and into the senior phase; and effective approaches to learning and teaching?
 - ✓ How effective are the opportunities we provide for children and young people to discuss their progress with key adults in supporting continuity in learning at transitions?
 - ✓ To what extent are we using information from profiling and personal learning planning to ensure continuity in learning for all children and young people?
 - ✓ To what extent do our processes for: involving children and young people; parents, carers and families; and partners and other agencies ensure effective transitions for all learners?
 - ✓ To what extent does our curriculum provide opportunities for support and induction into the next phase of learning?
 - ✓ To what extent do transition arrangements offer children and young people opportunities to learn about change in a positive way?
 - ✓ How effectively are we ensuring learners achieve sustained positive destinations when they leave school?

2.7 PARTNERSHIPS

Themes:

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

This indicator aims to capture the school's success in developing and maintaining strong partnership approaches which improve outcomes for learners and continued self-improvement for the school and community. All partnerships are based on mutual trust and respect for the particular contribution each partner brings. Partnerships are integral to the way a highly-effective school works.

Level 5 illustration:

■ The development and promotion of partnerships

Our partnerships are firmly based on a shared vision, values and aims which put the needs of all learners at the core of our partnership working. Partners understand and appreciate the different contexts in which we work and value the range of expertise our learners can benefit from. All partners invest significant time and energy to establish and build positive sustainable relationships. Engagement and communication between partners is regular, structured, supportive and efficient. We have a clear strategy for growing our existing partnerships and for establishing new partnerships. We are clear about the purpose of our partnerships. All partners are clear about their roles, responsibilities and contributions. Our partnership agreements set a framework within which our joint working and shared learning can thrive. All partners demonstrate high levels of commitment to improving outcomes for all learners.

■ Collaborative learning and improvement

Our partnerships include structured opportunities for collaboration. We work together effectively to plan, deliver, monitor and evaluate joint work. Partners jointly participate in action research and practitioner enquiry. We undertake joint professional learning and share expertise so that we learn with each other and from each other. Together we evaluate the impact of our professional learning on learners, our school and community. Our partnership working is strengthening leadership at all levels within our school and for our partners.

■ Impact on learners

Through effective partnership working we have improved our learning provision and secured positive impacts for children, young people and families in our community. Our partnerships have increased parental engagement in their children's learning. Their involvement has a positive impact on raising attainment and achievement particularly in literacy and numeracy. As a result of our effective partnerships all our learners have access to an extended range of learning pathways through which they are developing skills for learning, work and life and securing sustainable positive destinations.

Features of highly-effective practice: Challenge questions:

- ✓ Partnership work with stakeholders, including parents and carers, the local community, third sector, public sector and business organisations, is based on mutual trust and respect.
 - ✓ The school consistently involves parents and carers in shaping policy and services to improve impacts.
 - ✓ Staff support parents/carers to actively engage in their children's learning, attainment and achievement.
 - ✓ All parents/carers are fairly represented by the Parent Council and any views or complaints are acted upon in an effective and timely manner.
 - ✓ The school's learning pathways take account of key features of the local community.
 - ✓ The school understands and plays a significant role in the life of the local community.
 - ✓ Partnerships have clear agreements where the purpose, aims, roles and responsibilities are clear and understood by all involved.
 - ✓ The school jointly plans and evaluates shared projects with partners.
 - ✓ The school and partners share skills, knowledge and experience and take part in joint professional learning opportunities. They learn from effective partnership practice elsewhere.
 - ✓ Feedback from partner organisations indicates strong and effective relationships with the school.
 - ✓ The school engages effectively with partners to promote a coherent whole school approach to learning for sustainability.
 - ✓ The school can demonstrate the impact of partnerships through improved outcomes for learners.
- ✓ How do we ensure that relationships with parents, carers and families, the local community and partners are characterised by trust and respect?
 - ✓ How well do we enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvement?
 - ✓ How effectively do we support parents and carers to participate in, contribute to and understand their child's learning? How effectively do we communicate about progress, attainment and achievement?
 - ✓ Is our Parent Council representative of all the parents and carers in the school and their social, economic and cultural backgrounds? If not, what are we doing to address this?
 - ✓ How well do we understand our local community? Are the key features of the local community reflected in our learning pathways?
 - ✓ How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with?
 - ✓ How clear are the partnership agreements we enter into? Do we involve partners at the earliest stages of planning?
 - ✓ How well do we identify priorities, communicate, plan, monitor and evaluate our work with partners? Are we clear what added value each partnership brings?
 - ✓ How well do we share skills, information, knowledge and experience across partners and partnerships? How well do we learn from successful partnerships? Do we engage in shared professional learning opportunities with partners?
 - ✓ What opportunities do our learners and staff have to work with others to contribute effectively to their communities as active citizens?



Section 3

Successes and Achievements

HOW GOOD ARE WE AT ENSURING THE BEST POSSIBLE OUTCOMES FOR ALL OUR LEARNERS?

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Themes:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.

Level 5 illustration:

■ Wellbeing

As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives.

■ Fulfilment of statutory duties

We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.

■ Inclusion and equality

We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.

Features of highly-effective practice: Challenge questions:

- ✓ The whole learning community has a shared understanding of wellbeing and the children's rights.
 - ✓ All stakeholders promote a climate where children and young people feel safe and secure
 - ✓ All staff and partners model behaviour which promotes and supports the wellbeing of all.
 - ✓ All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.
 - ✓ Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life.
 - ✓ Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.
 - ✓ All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.
 - ✓ All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.
 - ✓ The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.
 - ✓ Children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.
 - ✓ Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing.
- ✓ How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child?
 - ✓ How well do all staff understand their role and responsibility in supporting learners' health and wellbeing?
 - ✓ How well do we know and take account of local and national documents and guidance?
 - ✓ How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?
 - ✓ How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?
 - ✓ How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future?
 - ✓ How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice?
 - ✓ Can we be sure that all staff guidance is fully relevant and up-to-date?
 - ✓ How well do we communicate with parents, partners and learning across these key themes?
 - ✓ How well do we know the steps we have taken have improved outcomes for children?
 - ✓ How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty?
 - ✓ Have we successfully established an inclusive learning environment? How do we know?
 - ✓ To what extent does our school celebrate diversity?
 - ✓ How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?
 - ✓ How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?

3.2 RAISING ATTAINMENT AND ACHIEVEMENT

Themes:

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator.

Level 5 illustration:

■ **Attainment in literacy and numeracy**

Learners make very good progress from their prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for all learners.

■ **Attainment over time**

Across all curriculum areas we have raised attainment continuously over time and/or maintained consistently high standards of attainment for all learners. Learners make very good progress from their prior levels of attainment. Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition. The attainment of individuals and groups has improved consistently over time.

■ **Overall quality of learners' achievement**

Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.

■ **Equity for all learners**

We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people. All our learners consistently move into sustained positive destinations when they leave school.

Features of highly-effective practice: Challenge questions:

- ✓ Almost all children and young people are attaining appropriate levels and a few have exceeded these.
 - ✓ Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment.
 - ✓ Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages.
 - ✓ The school's data demonstrates our current learners are making very good progress.
 - ✓ Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.
 - ✓ All young people are successful in moving on to a sustained positive destination on leaving school.
 - ✓ Children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations.
 - ✓ The school empowers children and young people to have a say in the quality of their learning experiences and how to improve.
 - ✓ Attendance levels are high and improving. Exclusion rates are low and inclusion is successful for all.
 - ✓ There is evidence that children and young people are applying and increasing their achievements through active participation in their local community.
- ✓ How well are our approaches to raising attainment improving outcomes for children and young people?
 - ✓ How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?
 - ✓ How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition?
 - ✓ How well is assessment evidence used to inform teacher judgements?
 - ✓ How well do we recognise and value the personal achievements of all learners?
 - ✓ How well do we track and recognise achievements?
 - ✓ How well does our work with partners and businesses ensure positive outcomes for our young people?
 - ✓ What progress and achievement do children and young people gain from our outdoor learning experiences?
 - ✓ How well are we removing barriers to learning and ensuring equity for all?
 - ✓ How well do we utilise accreditation where appropriate, to recognise and celebrate achievement?
 - ✓ How well are we capturing the impact of children and young people's achievements on our community?

3.3 CREATIVITY AND EMPLOYABILITY

Themes:

- Creativity skills
- Digital innovation
- Digital literacy
- Increasing employability skills

This indicator focuses on a range of significant skills for learning, life and work which children and young people should increasingly be able to demonstrate as they move through their learning pathways. A key feature is learners' ability to apply their skills in a range of contexts, including in unfamiliar settings. Learners understand the importance of these skills to their future lives and to local, national and global economies.

Level 5 illustration:

■ Creativity skills

Creativity, entrepreneurship and innovation is increasingly embedded across learning. Children and young people benefit from learning and teaching through partnerships with education, employers, creative industries and cultural sectors. Learners are confident and ambitious with high levels of self-esteem. They are motivated to explore and challenge assumptions. Children and young people take ownership of their own learning and thinking. They are imaginative, open-minded, confident risk-takers, and appreciate issues from different perspectives. They can ask questions, make connections across disciplines, envisage what might be possible and not possible, explore ideas, identify problems and seek and justify solutions.

■ Digital innovation

Children and young people work individually and in teams creating both digital and non-digital solutions. As their digital literacy becomes more sophisticated they embed computation to solve problems. Increasingly they apply the core principles underpinning digital technologies to develop their own ideas. Their skills are up-to-date with technological advances informed by a range of sources including the expertise of the young people themselves.

■ Digital literacy

Children and young people are innovative, confident and responsible in the use of technologies and staying safe online. They critically examine and make informed choices about the use of digital technology to enhance and personalise learning in school and where appropriate, beyond the school day. They anticipate and respond to new opportunities and threats caused by developments now and in the future.

■ Increasing employability skills

Our young people are ambitious and better prepared for the world of work through progressive learning that connects them more directly to employment. They are resilient, adaptable and understand the value of the skills they are acquiring. They feel supported to make suitable, realistic and informed choices based on their skills, strengths and preferences. They are supported to develop an international mind-set equipping them for the rapidly changing and increasingly globalised world.

Features of highly-effective practice: Challenge questions:

- ✓ Creativity skills are recognised, articulated and valued by practitioners and learners.
 - ✓ Creativity is practically applied as a higher-order thinking skill.
 - ✓ Partnerships are used effectively to deliver highly-engaging creative learning.
 - ✓ Learners are able to demonstrate their ability to transfer creativity skills to new contexts.
 - ✓ Learners are able to challenge the status quo constructively and generate ideas, including, if appropriate digital solutions to improve it.
 - ✓ All children and young people have the opportunity to develop and apply more sophisticated computational thinking skills.
 - ✓ Young people make informed choices about the way digital technology can and should be used.
 - ✓ The school is proactive in addressing gender imbalances across the curriculum and challenging any prejudice-based choices about future careers and learning pathways.
 - ✓ The development of digital skills enables children and young people to be creative and use digital technologies to meet a personal or social need.
 - ✓ Young people understand the importance of developing their own digital skills for learning, life and work.
 - ✓ The school audits practice using the entitlements and expectations in the Career Education Standard.
 - ✓ Young people experience rich work-based learning. This enables them to make informed career choices.
 - ✓ There are clear expectations for young people, employers, schools, local authority, parents and carers before, during and after work placements.
- ✓ Do learners and practitioners engage in dialogue about the development of creativity skills?
 - ✓ Are opportunities to develop creativity skills evident across all areas of the curriculum?
 - ✓ Are learners transferring their creativity skills to new contexts?
 - ✓ How well do we support learners to demonstrate and apply their creativity in international contexts?
 - ✓ How well are learners' creative endeavours at home and in the community acknowledged and celebrated?
 - ✓ Does the use of digital technologies enhance learning and give young people the skills to understand, apply and create new digital solutions of their own?
 - ✓ Is the development of digital skills underpinned by computing science, enabling children to be skilled users and creators?
 - ✓ Do young people develop an understanding of the general principles that underpin all digital technology?
 - ✓ Are digital technologies used to support and improve communication and collaboration with others to achieve a common goal?
 - ✓ How well are we working with learners, parents and carers, employers, colleges and other partners to develop an effective approach to careers education which supports them into sustained positive destinations?
 - ✓ How well do we support learners with additional support needs and those leaving care to access sustained positive destinations.
 - ✓ Do young people make effective use of relevant digital and online resources to help them make informed decisions about future pathways?
 - ✓ Are young people aware of choices to work where they want to live through remote working opportunities available using digital technologies?



Appendices



Appendix 1: Using the Toolkit to engage with specific self-evaluation questions

Who is leading this self-evaluation activity?	What is the question we want to explore?	Which quality indicators or themes will support our work?	Who can provide evidence for this self-evaluation?
Class teacher	Why has the progress of my most able learners slowed down this year?	<p>1.2 Leadership of learning</p> <p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> ■ Children and their parents/carers ■ Classroom assistants ■ Partners working with these children ■ Peer observers ■ Staff who worked with these learners last year
Equalities working group	How well embedded is our school's policy on equalities?	<p>1.2 Leadership of learning</p> <p>1.3 Developing a shared vision, values and aims relevant to the school and its community</p> <p>1.4 Staff wellbeing and pastoral support</p> <p>1.5 Management of resources to ensure equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.3 Curriculum</p> <p>2.4 Personalised support</p> <p>2.5 Engaging families in learning</p> <p>2.6 Arrangements to support learners and their families</p> <p>3.1 Inclusion and equality</p> <p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> ■ All staff, children and parents ■ Staff responsible for the log on bullying and prejudice-based discrimination ■ Partners who work with children and young people in a range of contexts in and beyond school
Parent Council	How well does the school support children and young people to become independent learners?	<p>1.2 Leadership of learning</p> <p>2.3 Learning, teaching and assessment</p> <p>3.3 Improving creativity and employability</p>	<ul style="list-style-type: none"> ■ Sample groups of parents and pupils at different stages ■ Class teachers ■ Partners who work with children and young people in a range of contexts in and beyond school

Who is leading this self-evaluation activity?	What is the question we want to explore?	Which quality indicators or themes will support our work?	Who can provide evidence for this self-evaluation?
Employability partnership group	How well do our partnerships support young people in the senior phase to secure positive sustained destinations?	1.1 Self-evaluation for self-improvement 1.4 Leadership and management of staff 2.3 Curriculum 2.7 Partnerships 3.1 Raising attainment and achievement 3.3 Improving creativity and employability	<ul style="list-style-type: none"> ■ Learners in the senior phase ■ Teaching and pupil support staff ■ All partners
Faculty head	Why is there so much variability in subject uptake across my faculty?	1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement	<ul style="list-style-type: none"> ■ All learners within the faculty ■ Teaching staff ■ Staff who have observed lessons in the faculty ■ Partners who work with teachers in the faculty ■ Parents

Appendix 2: Glossary of Terms

Within the context of this publication, the terms we have used mean:

Attainment refers to the measurable progress which children and young people make as they progress through and beyond school. This progress is in relation to curriculum areas and in the development of skills for learning, life and work.

Achievement refers to the totality of skills and attributes embedded within the four capacities of *Curriculum for Excellence* and developed across the curriculum in school and through learning in other contexts.

Creativity is a process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities.

Career-long professional learning (CLPL) is a continuous process through which teachers take responsibility for their own learning and development, exercising increasing professional autonomy enabling them to embrace change and better meet the needs of children and young people.

Child's Plan refers to single plan of action drawn up for a child where evidence suggests that one or more targeted interventions are required to meet the child's wellbeing needs. This is managed and reviewed through a single meeting structure even if the child is involved in several processes.

Child Protection is protecting a child from child abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a likelihood or risk of significant harm from abuse or neglect.

Child Protection Plan is a multi-agency plan for children who are believed to be at risk of significant harm. This plan will be incorporated into the Child's Plan.

Child Protection Register is a central register of all children who are the subject of a multi-agency Child Protection Plan.

Closing the gap refers to the gap in progress, attainment and achievement between those living in Scotland's least and most disadvantaged homes. Many children and young people from lower-income households do significantly worse at all levels of the education system than those from better-off homes. This is often referred to as the "attainment gap".

Collaborative practitioner enquiry means working together with others to develop knowledge, skills, dispositions and understanding about learning and teaching. An example of this would be engaging in professional learning communities to undertake a piece of action research.

Data are facts and statistics collected together for reference or analysis.

Digital learning is learning which is supported and enhanced by a range of digital technology and approaches. It can focus on one or more particular technologies. It may focus on classroom use or anywhere-anytime access. It may include features and approaches that are used to develop independent learners.

Digital literacy encompasses the capabilities required for living, learning and working in a digital society. It includes the skills, knowledge, capabilities and attributes around the use of digital technology which enable individuals to develop to their full potential in relation to learning, life and work. It encompasses the skills to use technology to engage in learning through managing information, communicating and collaborating, problem-solving and being creative, and the appropriate and responsible use of technology.

Digital technology is the term used to describe those digital applications, services and resources which are used to find, analyse, create, communicate, and use information in a digital context.

Digital teaching means educators providing and supporting enhanced learning opportunities through use of digital technologies.

Employability is the combination of factors and processes which enable people to progress towards employment, to stay in employment and to move on in the workplace.

Equity means treating people fairly, but not necessarily treating people the same. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our young people are well supported to secure wellbeing, skills for learning, life and work and the best possible post-school destination.

Equality is the removal of barriers and the widening of opportunities for those for whom access is limited. Where equality is embedded in practice, there will be no prejudice-based discrimination.

Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage.

Governance framework is what defines levels of accountability in relation to leadership and management of the school. It supports strategic leadership and ensures all stakeholders know who is responsible for the school's performance.

Inclusion means taking positive action and intervening in order to enable achievement for all by building and fulfilling the potential of every child, young person and adult.

Key adult refers to the entitlement of all children and young people to have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stage in learning.

Learning community means the cluster of neighbouring schools and other partners delivering learning for the children, young people and their families.

Learning for Sustainability (LfS) is an approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. An effective whole school and community approach to LfS weaves together global citizenship, sustainable development education, outdoor learning and children's rights to create coherent, rewarding and transformative learning experiences.

Named person is a single point of contact who can work with a child and his/her family to sort out any additional help, advice or support if they need it. The Getting it right approach includes making a named person available for every child, from birth until their 18th birthday (or beyond, if they are still in school). Depending on the age of the child or young person, a health visitor or senior teacher, already known to the family, usually takes the role of named person.

Outdoor learning is an approach to learning embedded within the curriculum. It takes place in a range of contexts such as the school grounds, local areas, on day excursions or field trips and residential experiences. Its purposes include developing environmental understanding, encouraging physical activity, health and wellbeing and personal and social development.

Partners include all individuals or organisations that deliver learning and contribute to the life and work of the school. These may include CLD services, colleges, universities, employers, third sector, community organisations, and libraries.

Personalised support means learning, teaching and assessment are planned to meet the needs of learners as individuals. It includes ensuring that all learners have regular opportunities to discuss their learning and progress and can influence decisions about what and how they learn.

Practitioner enquiry means developing knowledge, skills, dispositions and understanding required to become the kind of professionals who are able to question, challenge, understand and know deeply about teaching and learning. It means continually asking critical questions about your own practice.

Protected characteristics is the term used in the The Equality Act 2010 to describe who is protected by law. Protection varies depending on whether a person is at work or using a service. There are eight protected characteristics of people who use services. These are: disability; sex (gender); gender reassignment; pregnancy and maternity; race; religion or belief; sexual orientation; and age.

Risk is the likelihood or probability of a particular outcome given the presence of factors in a child or young person's life. What is critical with respect to child protection is the risk of significant harm from abuse or neglect.

Safeguarding is a much wider concept than child protection and refers to promoting the welfare of children. It encompasses: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children and young people to have the best outcome. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

School community refers to all children and young people, staff, parents/carers, families and partners who are connected to the school.

Senior leaders refers to all staff in formal leadership roles, for example, head teachers, depute head teachers, principal teachers, curriculum faculty heads etc. This can also be used to refer to those aspiring to be in senior leadership posts and those working towards the standards for leadership and management.

Stakeholders are all those who are affected by the work and life of the school.

Targeted support refers to additional or targeted support, tailored to children and young people's individual circumstances. This could be at any point of their learning journey or, for some, throughout the journey. It encompasses children and young people requiring more choices and more chances to achieve positive, sustained post-school destinations. This "targeted" support is usually, but not exclusively, delivered by staff with additional training and expertise.

Transitions are times of change within children and young people's learning journey. Transitions can have a major impact on learners since they usually include new people, new learning environments and new circumstances. All children and young people experience points of transition when they move into school, through school and beyond school.

Universal support is the responsibility of all practitioners and partners within their own teaching environments. It includes children and young people's entitlement to conversations about learning, reviewing progress and planning next steps as part of effective personal learning planning. It means ensuring planned opportunities for achievement which focus on the learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced.



Appendix 3: The six-point scale

The six-point scale is a tool for grading the quality indicators. It is mainly used by Education Scotland, local authorities and other governing bodies for the purpose of national and/or local benchmarking across a number of establishments. It is not necessary for individual schools to measure themselves against the six-point scale although they may choose to do so. It should be noted that, when a grading is applied, it is for the whole quality indicator. Individual themes should not be graded. In education, an evaluation can be arrived at in a range of contexts. We need to bear in mind that awarding levels using a quality scale will always be more of a professional skill than a technical process. However, the following general guidelines should be consistently applied.

Excellent	An evaluation of excellent means that this aspect of the school's work is outstanding and sector-leading. The experiences and achievements of all children and young people are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice, based on achieving equity and inclusion and a deep professional understanding which is being shared beyond the school to support system-wide improvement. It implies that very high levels of performance are sustainable and will be maintained.
Very good	An evaluation of very good means that there are major strengths in this aspect of the school's work. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences. An evaluation of very good represents a high standard of provision for all children and young people and is a standard that should be achievable by all. There is an expectation that the school will make continued use of self-evaluation to plan further improvements and will work towards improving provision and performance to excellent.
Good	An evaluation of good means that there are important strengths within the school's work yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength, and also take action to address the areas for improvement.

<p>Satisfactory</p>	<p>An evaluation of satisfactory means that the strengths within this aspect of the school's work just outweigh the weaknesses. It indicates that learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. While the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of learners' experiences. The school needs to take action to address areas of weakness by building on its strengths.</p>
<p>Weak</p>	<p>An evaluation of weak means that there are important weaknesses within this aspect of the school's work. While there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the school.</p>
<p>Unsatisfactory</p>	<p>An evaluation of unsatisfactory means there are major weaknesses within this aspect of the school's work which require immediate remedial action. Learners' experiences are at risk in significant respects. In almost all cases, this will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This will usually involve working alongside staff in other schools or agencies.</p>



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Appendix 5: How does this framework reflect the European Framework for Quality Management (EFQM)?

This quality framework has been developed to reflect the nine criteria set out in the EFQM excellence model. It focuses on high-quality leadership and provision as the enablers which can secure excellent results in terms of positive outcomes for all children and young people. Use of the framework alongside other Education Scotland frameworks will support collaborative self-evaluation and partnership working focused on improvement across services for children and families. In this edition of *How good is our school?*, the EFQM criteria have been embedded within the framework so that each criterion is reflected in a number of quality indicators. The EFQM framework places a high priority on the perception of people in judging whether an organisation is excellent or not. For schools this means that perceptions of children, young people, staff, parents/carers and families and other stakeholders is a key measure of how good a school is. This is embedded across *How good is our school?*

EFQM criterion	How is this reflected in <i>How good is our school?</i> (4th edition)
1. Leadership	The quality indicators within leadership and management clearly define expectations for high quality leadership at all levels. Collaboration and effective partnership working are highlighted as being key to excellent leadership.
2. Strategy	The framework includes a strong focus on learner outcomes as the heart of the life and work of the school. Across leadership and management and learning provision, there is an emphasis on the unique context of the school and its community and meeting the needs of its diverse stakeholders. Effective self-evaluation is presented as the necessary foundation for planning change and improvement.
3. People	Leadership and management of staff highlight the importance of sound approaches to building and sustaining an effective staff team. Highly effective leadership should ensure a collegiate culture through shared professional standards, high-quality professional review and development and blended approaches to career long professional learning underpinned by strong care and welfare and equality as illustrated in the framework.

4. Partnerships and resources	<p>There is an expectation that schools develop and maintain a range of partnerships based on mutual respect and a shared vision, aims and values. Management of resources to promote equity illustrates the importance of decisions that ensure continuous improvement and provide high quality learning for all children and young people. Effective use of digital technology to manage information and support innovation is highlighted in a range of quality indicators.</p>
5. Processes, products and services	<p>The learning provision quality indicators illustrate the highest quality of care and education. Learner voice and participation in development and evaluation activities which improve the provision is a significant feature of highly effective practice. In best practice, children, young people and their families are recognised and valued as key service users of education and the school community puts meeting their needs at the core of their work.</p>
6. Customer results	<p>Evidence for any quality indicator should include the views of all stakeholders and partners. The quality indicator <i>Ensuring wellbeing, equality and inclusion</i> focuses on the impact of approaches to ensure learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included. It is a significant indicator in relation to children's and young people's perceptions of their school and the quality of care and education provided by the school. Raising attainment and achievement and increasing creativity and employability are significant performance measures for schools.</p>
7. People results	<p>Key sources of evidence include the impact of processes such as professional review and development and career long professional learning. The impact should be evidenced through high-quality learning provision and outcomes for learners. The extent of staff engagement in self-evaluation and leading change, innovation and improvement are significant performance indicators.</p>
8. Society results	<p>Parental engagement, effective partnership working and impact on the wider community are key indicators of the school's performance in this area. The school's performance in relation to safeguarding, wellbeing, meeting the requirements of legislation and the management of finances and other resources will have significant impact on how the school is perceived by others.</p>

9. Business results

The school's capacity for continuous improvement. This is evaluated through the impact of leadership and management and learning provision on the successes and achievements which encapsulate the outcomes expected for all children and young people. As a tool for effective self-evaluation, the framework supports schools to evaluate their performance at any point in time and how well they have improved over time. This includes how successfully the school has managed its finances and other resources.



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You will find How good is our school? (4th edition) at

www.educationscotland.gov.uk/resources/h/hgios4/ where it will also be available in Gaelic.

It is available in other languages upon request.

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**QUALITY
SCOTLAND**



How good is our early learning and childcare?

February 2016

Contents

How good is our early learning and childcare?	2
The Quality Indicators.....	5
Leadership and Management	11
Learning Provision.....	22
Successes and Achievements	39
Appendix 1: The six-point scale.....	47
Appendix 2: Glossary of Terms	49
Helpful contacts and resources	53

Please note that the following terminology is used throughout this framework:

- **Setting** - is a single term which encompasses all establishments, including a childminding service which delivers early learning and childcare for children aged 0 - until they start primary school.
- **Parents and carers** - includes all adult individuals who have a legal responsibility for a child aged 0-5 years.
- **Practitioners** - is a single term which includes all staff and adults who work with children under 5 years old until they start school and includes childminders, teachers, managers, supervisors, support and out of school care workers.

How good is our early learning and childcare?

Context

Self-evaluation for self-improvement has been a feature of improving the early years sector of Scottish education for our youngest children in Scotland for many years. As members of the early learning and childcare sector, we have used our previous self-evaluation frameworks as a tool to help in the process of self-evaluation for settings to improve their quality and aim for excellence. We have become very familiar with the use of quality indicators, which has been a key feature to influence our practice for the benefit of children's outcomes.

This new framework, 'How good is our early learning and childcare' (HGIOELC), seeks to build on this positive response but at the same time take a fresh look at the developing needs and reflect the changes and increased provision of the ELC sector today. For the first time, this framework will only be published as a digital resource on the new National Improvement Hub. This gives Education Scotland the opportunity to offer truly interactive digital resources for our future improvement frameworks and tools that can be developed and updated flexibly.

In April 2014, *The Children and Young People (Scotland) Act* was introduced with a renewed focus on children from birth to starting school. This focus highlighted the importance of ELC for the future of individual children, their families and practitioners in the varying types of settings throughout Scotland. Recent changes in approach and policy direction have been the conduit for change to our existing self-evaluation materials. HGIOELC takes account of the continuous aspiration to make Scotland the best place to grow up, and embraces the diversity and type of provision across the country.

HGIOELC takes account of childminders, all private, voluntary and local authority settings. It is therefore for all practitioners working with children from birth to starting school. It complements the newly published *How good is our school? (4th edition)*, for primary and secondary schools, and underpins the approach to self-evaluation to drive forward improvement work across Scotland. It takes full account of recent policy initiatives such as, *National Practice Guidance on Early Learning and Childcare: Building the Ambition, Pre-birth to Three, Getting it right for every child* and *Curriculum for Excellence*.

Why we need a new framework

'Evidence on the current performance of Scotland's education system suggests that we have a good education system, which is performing strongly in a number of respects. However, we are not yet at the level of achieving consistently excellent levels of performance which would match the world-leading ambition of our vision' Education Scotland Corporate Plan 2013-2016

Partnership working between key organisations supporting early learning and childcare (ELC) in Scotland is a clear and defining strength and we are in a unique time where the emphasis on working with our youngest children has never been given such prominence. The *Programme for Scottish Government* has identified some significant priorities for the next stage of our improvement journey, including increasing the provision of early learning and childcare to improve outcomes for children, developing the ELC workforce, *Developing Scotland's Young Workforce* and the *Scottish Attainment Challenge*. Closing the gap in children's attainment, achievement and wellbeing between children living in our most and least deprived areas is a key challenge for the wider Scottish agenda. We know that physical, social, emotional and economic wellbeing have a significant impact on our youngest children's successes and achievements throughout their life. This new framework *How good is our early learning and childcare?* provides an important contribution to support those working in the ELC sector and system-wide improvement alongside this significant and exciting agenda.

Partnership, collaboration and self-improvement

Meeting the wide-ranging needs of all children and their families is the heart of what makes excellent provision. Settings cannot achieve this by themselves. *How good is our early learning and childcare?* highlights the importance of partnership and collaboration as significant features of a highly effective setting. For example, parents and carers have unique experience of their children and have important knowledge of their progress as learners over time within the ELC setting, at home and in other aspects of a child's life. It is important that their views on the setting are taken into account, from what they see on an informal daily basis, what help and support and response they may receive at times of difficulty or concern, and by generally gathering their views on the impact of improvement.

A note about the term self-evaluation

The term 'self-evaluation' is used to cover the way in which individuals and settings explore their progress, development and practice to identify what has improved and what still needs to improve. It is a way of using evidence to assess achievements and success and areas that still need action. The significant relationship between effective self-evaluation and improvement might also be understood to help settings answer the familiar three questions, which remain at the heart of self-evaluation:

- How are we doing?
- How do we know?
- What are we going to do now?

Settings well on their way to excellence focus these questions on the core business of the setting to promote learning and development for children.

It is important to have reasons for evaluating the areas you have chosen and the evidence on which you base your evaluations kept manageable. Key sources of evidence will come from, for example, what you actually observe, from data of various kinds and collating the views of people who actually are involved with the setting, such, parents and carers, partner agencies, practitioners and the children themselves. It is important not to underestimate the contribution of children, as they provide a thoughtful and valuable perspective of their experiences. You may want to gather their views by talking individually or in a small group, watching and listening to how they play, making observations of their progress and seeing how they respond to adult interaction. Through this approach, settings look inwards to analyse their own work, reflect on what they are actually providing, then make adjustments to make the provision better for children's learning. At the same time, look outwards to find out more about what is working well for others locally and nationally, and look forwards to gauge what continuous improvement might look like.

How to use the framework

As you look through the framework, you will see a number of quality indicators which focus on specific areas for improvement. They will help you identify strengths in the ways you are currently working in your own situation and also areas where you could do more to improve outcomes for children and their families. They are designed to help you understand the difference you are making and what you need to do next, and help you plan to make positive changes.

The quality indicator framework in *How good is our early learning and childcare?* supports settings and their partners in **looking inwards**: to evaluate performance at every level and use the information gathered to decide on what needs to be done to improve. It is never an end in itself, but a means to inform action, which will lead to increasingly positive impact on the service you provide.



How good is our early learning and childcare? provides national guidance against which practitioners and others can work together to reflect and evaluate their collective impact on improving outcomes for children in their local community. When this inward-looking process begins in the setting and then moves outwards, it can provide a unique and valuable picture of what is having most and least impact at individual, local - with other settings in the community - or local authority level. Once the levels of impact are identified, then plans for improvement can be drawn up and looking outwards and forwards can support these.

The Quality Indicators

The quality indicator framework consists of a set of fifteen quality indicators designed to help settings answer three key questions linked to three important aspects of their work. They are therefore divided into three categories.

- **Leadership and Management:** *How good is our leadership and approach to improvement?*
- **Learning Provision:** *How good is the quality of care and learning we offer?*
- **Successes and Achievements:** *How good are we at ensuring the best possible outcomes for all our learners?*

When the evidence from quality indicators related to each of these questions is combined, it can create a unique and powerful story to answer the central key question: *What is our capacity for continuous improvement?* Or, in other words, *how good can we be?*



This diagram illustrates the strong relationship between each of the categories and the central question about the setting's capacity for improvement. A range of appropriate evidence from all three categories is required to evaluate the overall capacity for improvement. There is no hierarchy. Each of the three categories is equally important.

Practitioners and school leaders are invited to use the quality indicators with partners to look inwards and evaluate their work against a national benchmark of **very good** practice. (See Appendix 1.)

The quality indicators contained within *How good is our early learning and childcare* follow a similar pattern and fully complement those written in *How good is our school?*

Having two frameworks, very similar but with important contextual differences, will help continuous improvement as young children start their learning journey. The structure has been simplified to make the framework more accessible to practitioners, school leaders and partners who will collaborate with each other to support effective self-evaluation.

As you look through the framework you will see a number of quality indicators which focus on specific areas for improvement. They will help you identify strengths in the work of your setting and areas where you need to improve. They will help you understand the difference you are making and what you need to do next.

Overview of the quality indicators

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and learning we offer?	How good are we at ensuring the best possible outcomes for all our children?
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of practitioners 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning

Each quality indicator:

- Belongs to one of the three categories Leadership and Management, Learning Provision or Successes and Achievements.
- Has a general descriptor and themes to tell you what it covers.
- Has illustrations of what a “very good” level could look like. These are intended to provide examples of evidence and practice, not to be fully comprehensive, nor used as a checklist. They are intended to support professional dialogue and reflection and can be applied in any setting.
- Describes features of highly effective practice. These are to help you identify the kind of evidence which helps support self-evaluation. Amongst the examples you will find some which relate more to a particular setting rather than your own context. You should aim to gather positive examples from your own setting to show the strengths of your work.
- Sets out challenge questions to reflect and discuss and support professional dialogue or support a shared understanding of your setting's strengths and next steps.

Quality indicators and themes

Leadership and Management	
How good is our leadership and approach to improvement?	
Quality Indicator	Theme
1.1 Self-evaluation for self-improvement	<ul style="list-style-type: none"> • Collaborative approaches to self-evaluation • Evidence- based improvement • Ensuring impact of success for children and families
1.2 Leadership of learning	<ul style="list-style-type: none"> • Professional engagement and collegiate working • Impact of career-long professional learning • Children leading learning
1.3 Leadership of change	<ul style="list-style-type: none"> • Developing a shared vision, values and aims relevant to the ELC setting and its community • Strategic planning for continuous improvement • Implementing improvement and change
1.4 Leadership of management and practitioners	<ul style="list-style-type: none"> • Governance framework • Building and sustaining a professional team • Practitioner wellbeing and pastoral support
1.5 Management of resources to promote equity	<ul style="list-style-type: none"> • Management of finance for learning • Management of resources and environment for learning

Learning provision	
How good is the quality of care and learning we offer?	
Quality Indicators	Themes
2.1 Safeguarding and child protection	<ul style="list-style-type: none"> • Arrangements for safeguarding , including child protection • Arrangements to ensure wellbeing • National guidance and legislation
2.2 Curriculum	<ul style="list-style-type: none"> • Rationale and design • Learning and developmental pathways • Pedagogy and play • Skills for life and learning
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Learning and engagement • Quality of interactions • Effective use of assessment • Planning, tracking and monitoring
2.4 Personalised support	<ul style="list-style-type: none"> • Universal support • Role of practitioners and leaders • Identification of learning needs and targeted support. • Removal of barriers to learning
2.5 Family learning	<ul style="list-style-type: none"> • Engaging families in learning • Early intervention and prevention • Quality of family learning programmes
2.6 Transitions	<ul style="list-style-type: none"> • Quality of support for children and their families • Collaborative planning and delivery • Continuity and progression in learning
2.7 Partnerships	<ul style="list-style-type: none"> • Engagement of parents and carers in the life of the setting • The promotion of partnerships • Impact on children and families

Successes and Achievements	
How good are we at ensuring the best possible outcomes for all our children?	
Quality Indicator	Themes
3.1 Ensuring well-being, equality and inclusion	<ul style="list-style-type: none"> • Wellbeing • Fulfillment of statutory duties • Inclusion and equality
3.2 Securing children's progress	<ul style="list-style-type: none"> • Progress in communication,early language, mathematics,health and wellbeing • Children's progress over time • Overall quality of children's achievement • Ensuring equity for all children
3.3 Developing creativity and skills for life and learning	<ul style="list-style-type: none"> • Developing creativity • Developing skills for life and learning • Developing digital skills

Getting started

You can start with any quality indicator and look at them in any order. You do not need to use every quality indicator, but they do relate to each other so looking at more than one or two will give a broader understanding of the impact of your setting's work. For example, you may be wanting to know how well children are progressing in their learning. You may find it helpful to start with 'Securing children's progress' (QI 3.2) but you equally may want to know so what is the impact of the curriculum we offer and look at 'Curriculum' (QI 2.2) and working with both quality indicators, reflecting on the good practice statements and discussing the challenge questions will help you decide on what you need to do to further improve.

Leadership and Management

How good is our leadership and approach to improvement?

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and practitioners
- 1.5 Management of resources to promote equity

QI 1.1: Self-evaluation for self-improvement

Themes

Collaborative approaches to self-evaluation
 Evidence-based improvement
 Ensuring impact of success for children and families

Descriptor

This indicator underlines that rigorous self-evaluation is the responsibility of all practitioners and stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasises the need for strong leadership and a shared understanding of strengths and areas for development. A key factor is how to demonstrate the impact of self-evaluation and how evidence is used to improve outcomes for children.

Level 5 illustration:

Collaborative approaches to self-evaluation

- All practitioners understand that self-evaluation is an integral aspect of our approach to continuous improvement. Our team reflect well together and use these reflections to bring about positive change for our children and families. We work very well with our stakeholders and partners over a sustained period of time. We have an agreed rationale outlining the purpose and focus of our relationship with partners, and continually review this to ensure that there are positive outcomes for our children and families. We actively seek to develop and extend our range of partners to further enhance our provision for children and families. We consistently use a wide range of approaches to engage with and listen to the views of children, stakeholders and partners to build a shared understanding of our strengths and areas for development. We can show how their views inform change and improvement. This has led to the identification of agreed steps to secure improvement.

Evidence-based improvement

- Our self-evaluation focuses on improving outcomes for children. Our identified priorities reflect this focus. To help us improve, we take account of relevant local, national and international advice and research. This enables us to make thoughtful changes and innovations. We follow a clear process when putting new initiatives into practice, which includes regular opportunities for reflection and evaluation of progress. We make very good use of evidence to draw conclusions about the quality of our provision and identify effective approaches to improvement. We involve all practitioners in gathering a wide range of information and evidence to document, assess and record children's progress which is manageable and appropriate. This includes focused observations of what children can do and relevant examples of children's work. We involve children and their families in regularly reviewing learning and progress. We use all of this evidence to make sound judgements about the quality of children's learning.

Within our setting and learning community, we engage regularly in effective quality assurance and moderation activities and have agreed standards and expectations. We share good practice within and beyond the setting and can confidently show the improvement this has made to the setting and outcomes for children.

Ensuring impact of success for children and families

- Continuous improvement, successes and achievements for children and families are vital to our setting's strategic direction. We ensure that high-quality learning through play is the central focus of our improvement planning. All of our plans and actions are directed at improving experiences and outcomes for children. We can evidence clearly the link between self-evaluation and improved approaches to how young children learn within our setting. As a result, children are making very good progress with their development and learning. We share these successes with stakeholders and partners and use them as a starting point for future improvements.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> • Self-evaluation is at the heart of everything that we do in our setting. • All of our practitioners are actively engaged in continuously evaluating and improving our setting. • The views of children, parents/carers and families are effectively used to improve the life and work of the setting. • Everyone involved with the setting's community has a shared understanding of its strengths and improvement needs. • Parents/carers have regular opportunities to support improvement by participating in a range of formal and informal activities. • All practitioners have a clear focus on monitoring and evaluating the quality of children's learning and on tracking their progress and achievements. They work effectively as a team. • There is a strong ethos of improvement through sharing practice, and through peer support and challenge. • Professional learning activities for all practitioners are clearly linked to the results of self-evaluation and identified areas for improvement. • Our practitioners are inward, outward and forward looking in their evaluation and improvement activities. • We make very effective use of information from our learning community, up-to-date research from Scotland and beyond to inform our learning and developments. • Our practitioners have high aspirations and expectations for all children and families. We use a well-informed range of approaches to assess children's progress across their learning. 	<ul style="list-style-type: none"> • How well do all practitioners understand their responsibility in improvement through self-evaluation? • How has using <i>Building the Ambition</i> to support reflection, led to improvements in children's experiences? • What do we know about the community in which children live and learn; and, in what ways are we using this knowledge to improve outcomes for children? • How effectively do we identify our strengths as professionals and as a setting, to improve children's experiences and progress? • What progress are we making in addressing our identified areas for improvement? • To what extent are all stakeholders (children, practitioners, parents/ carers and partners) involved in self-evaluation and planning for improvement? • What approaches do we use to support our children to reflect on and evaluate our practice and provision? • How do we demonstrate that all practitioners are involved in and lead aspects of improvement in our setting? • In what ways are our practitioners encouraged to reflect on and share their own practice in taking forward agreed areas for improvement? • To what extent do we look inward, outward and forward in our evaluation and improvement activities? • What evidence do we have that changes we have made are as a result of our self-evaluation and have improved outcomes for children?

QI 1.2: Leadership of learning

Themes

Professional engagement and collegiate working
Impact of career-long professional learning (CLPL)
Children leading learning

Descriptor

This indicator relates to leadership of improvements in learning and teaching. It highlights the importance of professional commitment to improving pedagogy through a range of approaches to professional learning including collegiate working. It focuses on leadership which improves outcomes for children and families. It highlights improving outcomes for children through enabling them to lead their own learning.

Level 5 illustration:

Professional engagement and collegiate working

- Across our setting, an ethos of professional engagement and collegiate working is prominent. This commitment is leading to our practice being continuously refreshed and improved for the benefit of our children and families. There is evidence of strong leadership of learning in a range of contexts. We prioritise the building and maintaining of effective relationships, within our setting and beyond. All practitioners in our setting undertake lead roles to motivate, support and inspire others. There is a strong collegiate learning culture in our setting demonstrated through for example peer learning, constructive feedback and high-quality professional dialogue. We work collaboratively with colleagues, children, parents/carers and partners to improve our setting and secure improved outcomes for our children and families.

Impact of career-long professional learning

- All practitioners take responsibility for their own CLPL and routinely engage in a broad range of professional learning activities to build on and sustain our practice. As individuals and as a team we reflect critically on our work. We are proactive in extending and deepening our knowledge and understanding of early learning pedagogy through research, current literature and policy sources to exemplify this very effectively in our practice. We are improving our approaches to digital and our own professional learning. We maintain effective records of the impact of professional learning and development and create a clear professional learning action plan. Our professional learning complements and enhances our setting's improvement priorities. It is having a positive impact on high quality experiences for children, their progress and wider improvements in our setting.

Children leading learning

- We make very good use of children's ideas and interests to help shape the learning environment and experiences. Practitioners are highly skilled at encouraging children's curiosity and in using higher-order questions and making comments to extend children's thinking and understanding. Children are consistently encouraged to choose and lead interactions in their own learning in play and in real-life contexts. They are becoming increasingly confident in interacting with others, discussing possibilities and reasoning out answers to a self-satisfying conclusion within an exciting range of indoor and outdoor learning experiences. Taking very good account of children's age and stage of development, practitioners are flexible and responsive in their approach as they encourage children to discuss and plan their learning, enjoy their successes and share their achievements.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> • Senior leaders empower practitioners and actively develop leadership at all levels to improve the overall capacity of the setting. • All practitioners participate in high quality individual and collective professional learning which improves outcomes for children and families. For example, shared understanding of early years pedagogy and assessment. • Careful planning ensures that practitioners have regular opportunities to learn with and from each other, both in and beyond the setting. • Professional learning opportunities are well planned and matched to identified needs and draw on local, national and international evidence and research. Practitioners are confident in discussing how they have improved their practice as a result of their own professional learning activities. • There is clear evidence of a wide range of strategies in use to support children to take responsibility for their own learning and progress. • Planning strongly reflects children’s ideas and interests and shows how practitioners very effectively respond to and promote their creativity, inquiry and curiosity. • Practitioners have a clear understanding of how children learn. Their actions encourage high quality adult/child interaction 	<ul style="list-style-type: none"> • What evidence do we have that our professional learning is increasing our knowledge and understanding and as a result improving outcomes for children and families? • How well do senior managers enable practitioners to learn with and from each other and, where appropriate, learning with colleagues across sectors and with partner agencies? • To what extent does our own professional learning reflect the needs of individuals and the improvement priorities of our setting? How confident are we at building on individual skills and interests which lead to improvements for children? • How well do practitioners support children to take responsibility for their own learning and progress? How do we know? • How well do practitioners recognise and support children who are less confident in expressing their views’ and preferences? How effectively do they support children in making choices about their own learning?

QI 1.3: Leadership of change

Themes

- Developing a shared vision, values and aims relevant to the ELC setting and its community
Strategic planning for continuous improvement
Implementing improvement and change

Descriptor

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children.

Level 5 illustration:

Developing a shared vision, values and aims relevant to the ELC setting and its community

- We are committed to an agreed shared vision for our setting and community that reflects the aspirations of children, parents/carers, practitioners and partners. Senior leaders demonstrate that they are highly committed to providing strong leadership to develop and sustain our vision and values. Current thinking and research about quality in early learning and childcare underpins continuous improvements in our setting. Through effective leadership at all levels we consistently achieve high standards in our work and strive to be sector leading. All practitioners show a strong personal and collective commitment to our vision and to their professional values as outlined in professional codes of conduct and standards for registration. By working closely with parents/carers and partners we ensure the highest possible standards for all of our children.

Strategic planning for continuous improvement

- Leaders at all levels in our setting promote and support innovation, creativity and practitioner enquiry. Practitioners continually reflect on and develop their practice as part of the setting's commitment to improvement. Leaders at all levels are highly visible and effective as lead practitioners. They motivate and inspire others to achieve a shared vision. Senior leaders guide and manage the direction and pace of change very effectively. We know what is important for our setting, its community and our children and therefore, our innovations are very well judged and meet the needs of children and families. Our setting continually explores ways to build our capacity for improvement through developing the talents and skills of its practitioners and through working in collaboration with children, families, partners and each other. We develop leadership at all levels. Opportunities for practitioners to take forward improvements, and nurture and develop their own expertise, are provided. Creativity is valued and encouraged in our setting and our work. We welcome the opportunity to adopt different approaches to the delivery of early learning and childcare. Regular opportunities for professional dialogue, independent and collegiate learning have high levels of participation by all practitioners. This shared learning leads to well informed improvements.

Implementing improvement and change

- Continuous improvement, success and achievement for all children are central to our planned implementation of strategies for improvement. Senior leaders create conditions where all practitioners feel confident to initiate well-informed change and share responsibility for the process of change. We effectively communicate a clear view of our setting's vision and aims so that the wider practitioner team, children and families are included in achieving them. When events or change challenge us, we respond positively and manage demanding targets effectively. We ensure any proposed changes are understood by all.

Leaders support and enable our team to make confident, well-timed changes for continuous improvement. We guide and manage the process of self-evaluation for improvement ensuring we have specific, clear, measurable targets and an appropriate pace of change in order to make a difference for children and families. Highly effective strategies are used to monitor and evaluate the impact of changes on outcomes for children and families and shape our future actions.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> • Children, families, practitioners and partners are all involved in the creation and regular review of the vision, aims and values of the setting. These are revisited and updated in line with setting improvements. • The vision of the setting is ambitious and focuses on improvements in outcomes for all. It is shaped by the needs of our community and is informed by current thinking in early learning pedagogy. • Leaders are effective role models as they carefully guide the strategic direction and pace of change to ensure sustainable positive outcomes for children and families. • Effective, inclusive communication about the vision, aims and values of the setting informs and involves parents and partners in improvements. • Children and families are supported to understand the vision, aims and values of the centre in the most appropriate way. • Practitioner enquiry and professional dialogue informs and supports continuous improvement, creativity and innovation. This motivates and inspires everyone to sustain high standards of delivery of early learning and childcare. • Practitioners are proactive in the change process and in evaluating the impact of improvements. 	<ul style="list-style-type: none"> • How effectively do we engage others in developing a shared vision and purpose for our setting and work? • To what extent is our vision ambitious and challenging? How do we know? • How well do our vision, values and aims inform our daily practice? What impact do they have on improving the quality of the early learning and childcare we provide? • How effectively do we communicate our vision with children, families and partners? How successful are the approaches used to ensure that everyone has a say in shaping our future direction? • What examples do we have of successfully nurturing creativity and promoting innovation? • What examples do we have of practitioners successfully collaborating with one another through critical enquiry? • In what ways are we maximising opportunities for practitioners to work and learn together? • How do we know that our professional learning is making a difference for children and families? How effective are our approaches to planning for continuous improvement? • What positive impact has our planning for continuous improvement had on outcomes for children and families?

QI 1.4: Leadership of management and practitioners

Themes

Governance framework
 Building and sustaining a professional team
 Practitioner wellbeing and pastoral support

Descriptor

This indicator highlights the importance of sound governance within the early learning and childcare setting. It promotes the importance of fair and proper recruitment and selection of practitioners. It focuses on accountability, responsibility and shared values as important features of building and sustaining a highly professional team. Positive, caring and inclusive relationships underpin a highly supportive and welcoming ethos.

Level 5 illustration:

Governance framework

- We have a coherent vision of what is important for our setting and its community. This provides a clear basis from which to help our babies, toddlers and young children flourish and grow. Leadership of our setting is clearly founded on the key governance principles of high quality early learning and childcare, engagement with children and their families and a quality culture. The roles and responsibilities of groups and individuals are defined through our clear framework of governance as reflected in the National Care Standards taking full account of the features of our setting. The governing body monitors our setting's actions rigorously and ensures a prompt response to parents' concerns and suggestions. The governing body works closely with our setting and is clear about the role of partnership with the local authority and other relevant bodies. There are clear lines of accountability for the setting's performance and quality, including children's progress and achievements. Strategic leadership leads to high quality outcomes for children and their families.

Building and sustaining a professional team

- Our setting uses effective and transparent recruitment, selection and performance management procedures consistent with current legislation, local and national agreements. Safeguarding procedures are clearly understood and implemented by those with responsibilities for the recruitment of practitioners. Our appointment procedures focus on the skills, aptitudes and experience required for working with babies, toddlers and young children. We have effective and supportive induction policies and procedures for all practitioners. Through an effective professional review process, based on coaching and mentoring, practitioners reflect on their professional skills and knowledge and identify areas for improvement. In our setting, all practitioners willingly engage in a wide range of professional learning activities to improve their practice. Our high quality professional development and learning has a clear and positive impact on outcomes for our children and families.

Practitioner wellbeing and pastoral support

- Clear policies and procedures are in place to ensure pastoral support and wellbeing of practitioners. These are shared with practitioners and are well understood. The culture and ethos within our setting is positive and caring. It focuses on the needs of children, families and practitioners. We are proactive at tackling any prejudice-based discrimination so everyone working and learning within our setting feels included and valued. Our practitioners are empowered and motivated to make decisions and lead on aspects of improvement. We use national policy and local agreements very well to ensure our high professional standards of conduct are understood and maintained. Opportunities to consult, share information and raise concerns are well established and understood by all practitioners. Lines of accountability are clear. All practitioners share information effectively, listen to others and respond positively to ideas and issues raised with them.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> • Roles and responsibilities of all practitioners and governing bodies are clearly outlined. It promotes and supports a culture of accountability and high quality early learning and childcare. • The welcoming and inclusive culture and ethos is evident within the setting and promoted by all practitioners. There is an ‘open door’ policy to support and encourage positive communication. • The setting robustly monitors the range of complaints received, responses are made promptly, and when necessary passed to the governing body. • Recruitment arrangements are clearly outlined in policy and procedure documents. • Arrangements to manage practitioners discipline, attendance/absence and grievance are understood and implemented fairly. • All practitioners undertake reviews, at least annually, and on-going professional dialogue helps improve and develop practice. • Equalities legislation is adhered to and explicit in recruitment of all practitioners. • All practitioners have current membership of Protection of Vulnerable groups (PVG) scheme and are registered with relevant bodies, for example SSSC and GTCS. • All practitioners, including those on varied working arrangements, have equal access to professional learning and development opportunities. • A dignity at work policy is in place and shared with all practitioners. Health and safety and risk assessment procedures are implemented systematically and in line with local and national policies. 	<ul style="list-style-type: none"> • How effectively do we work with our governing bodies, including Care Inspectorate, to ensure a culture of continuous improvement in our setting? • How well can we demonstrate that we learn from complaints? • What arrangements are in place for new or temporary practitioners to feel they are welcome and well supported in our setting? • How well do practitioners understand and fulfil their responsibilities with regard to SSSC and GTCS as appropriate? • What evidence do we have that our professional learning and improvement priorities are having a positive impact on the babies, toddlers and young children in our care? • How do we ensure that practitioners who work different shift patterns are well informed and are fully engaged in planning and leading improvements? <p>How do we know how rigorous and robust our health and safety and risk benefit procedures are?</p> <ul style="list-style-type: none"> • In what ways do we ensure staff are fully aware of our policies and procedures?

QI 1.5: Management of resources to promote equity

Themes

Management of finance for learning
 Management of resources and environment for learning

Descriptor

This indicator relates to the impact of the provision and management of the setting's finances and resources for learning. It focuses on the importance of sound management of the setting's finances and the extent to which the use of resources leads to improved outcomes for children. The management of resources should result in building a sustainable and equitable future for all.

Level 5 illustration:

Management of finance for learning

- We make effective use of available finances, including funding bids as appropriate, to allocate resources and take forward our improvement priorities and planned developments. Our available budget is targeted towards improving outcomes for children and families, ensuring that we meet the learning needs of all. We are transparent and equitable in the use of our financial resources. We employ effective and efficient financial management processes to manage and monitor our expenditure ensuring best value. We take account of local and national advice in our financial management seeking support from those with financial expertise when appropriate. We systematically monitor the extent to which our use of financial resources leads to improved outcomes for children and families. There is strong evidence that any devolved budgets have been used effectively to support our planned improvements and has led to improved outcomes for our children.

Management of resources and environment for learning

- We make the best use of available resources to create, sustain and enhance a motivating environment for effective learning. Our accommodation provides a safe, secure and stimulating learning environment that is of a very high standard of cleanliness. We effectively implement relevant health and safety legislation and use risk benefit procedures to remove or minimise any potential hazards. All practitioners are vigilant and take prompt action to ensure the safety and security of our children, visitors and each other. We effectively use the community and indoor and outdoor spaces to maximise high-quality learning. There are well-appointed areas for children to engage in energetic activities inside and out, and for them to safely rest and sleep. We have identified areas for practitioners and parents/carers, and sufficient space for storage and display.

We have effective systems in place to ensure our resources are well maintained, organised and accessible. Our resources are used effectively and managed in a sustainable way that offers children choice and promotes independent learning. Where appropriate, we support children to be actively involved in assessing relevant risks they may encounter during their learning and play. We offer a wide range of resources to support and challenge children and to engage them in their learning across all aspects of their development. We make effective use of resources within our local environment and beyond our setting. Displays contribute to a stimulating environment that supports effective learning and celebrates achievement. Children's experiences are enriched through planned and spontaneous use of technologies. Information and communications technology and digital learning is used effectively to promote the development of skills for life and learning.

Effective systems are used to monitor, evaluate and review the use and impact of resources to maximise high quality learning. This information contributes to improvements to the learning environment and to inform future resourcing decisions.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> • Our use of financial resources is transparent and ensures equity for all. Financial decisions are made in line with the setting’s vision and aims to achieve planned priorities. There is clear and measurable impact of financial expenditure on improving outcomes for learners. • Effective and efficient financial management procedures enable senior managers to focus on improving outcomes for all learners. Systems and procedures enable budgets to be easily monitored and prioritised. • Stakeholders are consulted on significant spending and are informed of spending priorities. • All available resources (including digital learning resources) are used effectively to create and sustain effective indoor and outdoor learning environments. • Resources are fit for purpose and are developmentally appropriate to children’s stage of development. • Displays include an appropriate balance of children’s work, text, photographs and learning stimuli. • Practitioners are clear of their shared responsibility for keeping everyone safe. They are proactive in ensuring the accommodation is secure and any health and safety issues are identified and addressed promptly. 	<ul style="list-style-type: none"> • How effective and efficient are our approaches to financial management? Are all practitioners aware of the importance of, and involved in, achieving best value with finite resources? • What procedures do we employ to ensure transparency and equity in the use of our financial resources? • How effectively do we allocate resources to sustain improvement priorities? • To what extent do our approaches to resource acquisition and allocation improve outcomes for all children? • To what extent is financial expenditure focused on improving the quality of learning and development for children? • How well do we monitor the use and impact of available resources on children’s progress and development? • How well do we work together with children, parents/carers and partners to discuss and make appropriate resourcing decisions? • How effective are our resources in meeting the learning needs of all children and ensuring equity? • How effective are our health and safety procedures, including appropriate use of risk assessment systems?

Learning Provision

How good is the quality of the care and learning we offer?

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

QI 2.1: Safeguarding and Child Protection

Themes

Arrangements for safeguarding, including child protection
 Arrangements to ensure wellbeing
 National guidance and legislation

Descriptor

This indicator focuses on the responsibilities required by practitioners and partners to ensure that all children are safe, well cared for and able to flourish. This indicator looks to how the setting takes account of statutory requirements in relation to child protection to ensure the needs of all children are met. Safeguarding all children requires strong partnerships to be established between the setting and its local community. This includes well-planned opportunities to help children become resilient and develop a sound understanding of how to keep themselves safe.

Level 5 illustration:

Arrangements for safeguarding, including child protection

- There are clear, appropriate policies and procedures in place to ensure the care and welfare of babies, toddlers and young children including child protection, safeguarding and risk assessments. The needs and concerns of our children and their families are dealt with sensitively and effectively. Arrangements for raising concerns are well publicised and are known by practitioners, parents/carers, partners and children, where appropriate. Senior leaders have been trained in safeguarding matters to a high level and demonstrate sound knowledge and understanding, acting as models of best practice for others. Children, parents/carers, practitioners and partners take an active role in promoting care and welfare. An appropriate, designated person is in place to take lead responsibility for any care and welfare or child protection concerns that may arise and all stakeholders are aware of their role. All practitioners receive regular professional learning and are confident in responding to any child protection or safeguarding issue, including e-safeguarding, child sexual exploitation and extremism. All incidents relating to equalities are recorded and acted upon to provide support and prevent further occurrences. Any accidents/incidents and administration of medication is recorded in line with clear policies and procedures.

Arrangements to ensure wellbeing

- The ethos and vision of the setting strongly promotes equality, challenging all forms of discrimination. Babies, toddlers and young children are able to build up positive relationships with consistent adults whom they trust. Children, at a developmentally appropriate stage, are supported to be involved in decision making. They have access to a named person who will act on their behalf when appropriate. There are well-embedded policies and systems in place to promote care and welfare matters across the life of the setting. We use learning and teaching approaches which promote resilience and healthy lifestyles and are highly sensitive and responsive to the wellbeing of each baby, toddler and young child.

National guidance and legislation

- Babies, toddlers and young children are safe and are observed to feel safe in the setting. There is a strong, robust and proactive response from adults working with children that reduces the risk of harm or actual harm to them. All adults working with them know and understand the indicators that may suggest a baby, toddler or young child is suffering or at risk of suffering harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance. Practitioners keep their knowledge up-to-date and are aware of emerging issues within society. Leaders and governing bodies where appropriate, ensure that policies, procedures and training are effective and comply with legislation at all times. Our record keeping for all safeguarding matters, including planning is maintained to the highest standards and stored safely and securely ensuring all sensitive information is only accessible to relevant members of staff.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> • Child protection and safeguarding policies and procedures reflect most recent legislation and are reviewed on a regular basis. • Safeguarding is an important thread running through a setting's self-evaluation. There are clear policies and procedures in place to promote equalities. • There are robust and reliable approaches in place to follow up non-attendance through a range of strategies. • There are risk assessments in place within settings taking account of individual circumstances. Risk assessments are carried out and recorded appropriately including for all outings. • All staff, including volunteers and partners, have a full understanding of child protection procedures, and the steps to be taken in any given situation, including an appropriate referral, child protection case conferences, and child protection registrations. • Practitioners effectively engage children and take account of their views and experiences; particularly where decisions are to be made that may impact on life choices. • Children's learning in health and wellbeing is enhanced through effective partnership working with parents/carers and partners. • All child protection records are stored safely and securely ensuring all sensitive information is only available to those relevant members of staff. 	<ul style="list-style-type: none"> • To what extent are approaches to child protection and safeguarding an integral part of our self-evaluation processes? How good is the leadership of the setting in taking forward this area of practice and how do we know? • Is there an appropriate, designated person in place for child protection and do all families and stakeholders know who this is? • How effective are the recording and planning processes in delivering positive outcomes for children where there is child protection or safeguarding concerns? How well are babies, toddlers, young children, and their families supported following a concern? • How do we ensure that all staff, including support and visiting staff are kept up-to-date with effective safeguarding practice? How do we ensure volunteers and students are familiar with our safeguarding policy and practice? • How effectively are children who are on or were previously on the child protection register and/or Looked After being supported? • Are there guidelines and procedures in place for determining if a child requires an individual plan? How do we sensitively and appropriately share this information?

QI 2.2: Curriculum

Themes

Rationale and design
 Learning and development pathways
 Pedagogy and play
 Skills for life and learning

Descriptor

This indicator highlights the importance of placing the needs of children at the centre of curriculum design and development. It focuses on the importance of offering children rich and exciting play and learning opportunities, indoors, outdoors and within their community. The curriculum is designed to reflect local and national circumstances. The curriculum is most effective when it is highly relevant to children and families and has been shaped by their engagement. A clear and shared pedagogy promotes high quality learning and teaching and results in positive outcomes for all children.

Level 5 illustration:

Rationale and design

- We are clear about the purpose of our curriculum framework. It is based on shared values and takes full account of local needs and circumstances. Our very good understanding of pedagogy and play in learning is evident in our delivery of the curriculum for babies, toddlers and the young child. It provides equity of opportunity for all. Innovative and creative approaches are encouraged to ensure that children make very good progress in all aspects of their learning and development. Our curriculum framework secures children's wellbeing and rights including the right to play. We reflect a positive image of each child as a capable and competent learner. It is informed by national guidance and pays close attention to achieving challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. We work consistently well with our stakeholders and partners in reviewing the purpose of our curriculum ensuring it reflects the changing and unique needs of our children, families and community. We take very good account of emerging developments and current research in the care and learning of children when refreshing and reviewing our curriculum approaches. Our creative and innovative approaches to curriculum design support positive outcomes for children and families.

Learning and developmental pathways

- We provide a high-quality curriculum framework for children that is very well matched to the stages of development of our babies, toddlers and young children. We carefully promote strong nurturing attachments for children in our care. We very effectively build on the prior and continuous learning of our children, within and beyond the setting. We actively promote and effectively develop the essential aspects for early learning: wellbeing, communication, mathematics, curiosity, inquiry and creativity to secure the very best outcomes for our children. Our practitioners set high expectations and aspirations for all children. All practitioners take responsibility for developing early literacy and numeracy skills across the curriculum. We plan carefully to ensure all of our children experience very effective continuity and progression through to the next stage of their learning. Our practitioners introduce well-considered curriculum innovations that successfully enrich children's learning. We plan very effectively to take full account of each child's needs, dispositions, interests and stage of development. Our approaches to planning are flexible and highly responsive ensuring that children are making sustained progress in their learning.

Pedagogy and play

- Our curriculum framework is based firmly on play and active learning. It is stimulating and engaging and offers all children challenge and enjoyment. Our practitioners are confident and knowledgeable. In their practice, they demonstrate their deep understanding of the critical role of play in promoting children's development and learning. There is a shared understanding in our setting of pedagogy and practitioners readily engage in debate and dialogue about ensuring high quality play. Children are provided with rich, relevant experiences to enhance their play and practise skills, explore the world around them and develop knowledge and understanding in their own way and in their own time. We provide innovative and creative opportunities for children to experience high quality play both indoors and outdoors. Our well-timed and skilled interventions effectively promote children's creativity, extend their thinking, widen their skills and consolidate their learning in play.

Skills for life and learning

- We provide very good opportunities to support the development of children's skills for life and learning, and an awareness of the world in which they live and grow. High priority is given to the development of children's health and wellbeing, and to the development of their skills in communication, early language and early mathematics. Through our highly responsive approach, our children are developing a broad range of skills within motivating and relevant contexts. Our children respond positively to challenge and they enjoy solving problems alone and with others. We very skilfully support children to take forward their own ideas and interests. We help them to experience a sense of achievement and to understand the reasons for their success. Our children's curriculum is enriched by the very effective contributions of carefully chosen partnerships. Together we successfully plan and deliver relevant, real-life opportunities for young children to apply their developing skills. We have established a suitable range of highly effective partnerships with parents/carers and the wider community to nurture an enterprising culture.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> • The curriculum is current and relevant to children. It is informed by shared values and beliefs about how young children learn. • All practitioners have a sound understanding of the importance of play and their role in supporting children’s play experiences. • Everyone understands what the setting is trying to achieve through the design of the curriculum they offer. • All practitioners and partners are ambitious and expect high levels of progress and achievement for all children. • Professional learning and collegiate working are prioritised within the setting. • Practitioners’ up-to-date knowledge of early learning pedagogy is evident in all aspects of practice within the setting. • There is a clear focus on the development of children’s skills in early language and mathematics. • Planning for progression in children’s learning is in place and continuity and progression in learning is secured for children within and beyond the setting. • We create rich and meaningful opportunities for our children to be active participants in the community. 	<ul style="list-style-type: none"> • In what ways do we share the purpose of our curriculum framework with children, parents, practitioners and partners? What difference does this make to our practice? • What evidence do we have that our children are developing a positive attitude to learning? • How do practitioners challenge and support for example creativity and problem solving with young children? How do they engage in discussion and what examples are there of this working well in practice? • Are children regularly involved in evaluating their play experiences and can they describe what they are learning? What do we do with this information? What changes could we make to use this more effectively? • In our work with colleagues in other settings and sectors, to what extent do we focus on a shared understanding of continuity and progression in learning? What are the arrangements to share children’s learning across, for example, the early level of Curriculum for Excellence? • What do we do to encourage a child’s sense of belonging and increase their knowledge within their wider community?

QI 2.3: Learning, teaching and assessment

Themes

Learning and engagement
 Quality of interactions
 Effective use of assessment
 Planning tracking and monitoring

Descriptor

This indicator focuses on ensuring high quality learning experiences for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised.

Level 5 illustration:

Learning and engagement

- The ethos and culture of our setting demonstrates a strong commitment to children's rights. Relationships are positive throughout. All children feel valued, safe and secure. As a result, they are successful, confident and responsible. Children contribute effectively to the setting and its community in purposeful and innovative ways. They enjoy and are actively involved in learning through spontaneous play opportunities, well-planned, purposeful play and through relevant real-life experiences. They are highly motivated and fully engaged by the range of rich, challenging experiences and opportunities that are on offer both indoors and outdoors. Learning experiences extend and sustain children's interest, help them make decisions and develop their creativity, resilience and independence very well. Children make informed choices about their learning and they have a key role in leading their own learning within a supportive nurturing environment.

Quality of interactions

- We have a very good understanding of child development and early learning pedagogy and skilfully put this into practice. We have warm, responsive relationships with babies, toddlers and young children, creating a positive climate for achievement. We use skilled questioning and interact in a sensitive, responsive and stimulating way to promote curiosity, independence and confidence. We listen effectively to children and they know their views are respected and acted upon. Children have time and space to follow their interests and deepen their individual learning. Learning is enriched and supported by our effective use of digital technologies.

Effective use of assessment

- In our setting, practitioners know individual children very well as learners. As a team, practitioners make very good use of high quality observations and interactions to make accurate judgements about the progress being made by babies, toddlers and young children. Observations are used to inform appropriate and well-timed interventions and future learning. Our approach to capturing and recording children's progress and achievements at key points in time provides reliable evidence which leads to significant improvement to learning and developmental outcomes for children. Approaches are proportionate and manageable. Through talking together with colleagues within and beyond our setting, we have a shared understanding of children's progress and achievements as they grow and learn. We have high expectations for all our children. Practitioners make very good use of learning profiles to support children to reflect on their learning. Parents/carers receive regular and up-to-date information, including learning profiles, on their children's progress and achievements. Both children and parents/carers make valuable contributions to these profiles. Our overall approach to assessment supports effective transitions into, across and from our setting which enhance the learning process.

Planning tracking and monitoring

- We plan appropriately over different timescales to meet the needs of babies, toddlers and young children across all areas of learning. Planned experiences are developmentally appropriate and tailored to meet all children’s individual learning needs. Practitioners use imaginative and appropriate ways to involve children in planning learning. We monitor and evaluate progress across the curriculum to improve children’s learning. This includes those children facing additional challenges, for example looked-after children and those living with financial hardship especially those who are more vulnerable or disadvantaged. We use information from a range of sources to evaluate the effectiveness of interventions designed to improve outcomes for all children and their families.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> • The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. • Children can talk about their learning and achievements with practitioners and peers. • Practitioners, children and parents/carers share and use a range of assessment information to improve learning and development, and to reflect on the quality of practice. • Assessment is an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children. • High quality observations take place naturally during everyday activities and interactions. • We use our knowledge of how children learn, for example schema, when making observations of children and as a basis for future planning. • Tracking and monitoring of children’s progress is well-understood and used effectively to secure improved outcomes for all children. • Practitioners make sound judgements about children’s progress and respond quickly to ensure learning opportunities meet the needs of individuals. 	<ul style="list-style-type: none"> • How well do we motivate and engage all children? How can this be consistent for children every day? • How do we know that all children are making very good progress in their learning? What information do we already have and what do we still need to find out? • How well are we enabling children to become independent learners and develop the four capacities? • To what extent do our learning environments support different types of play? • How do we ensure that processes for planning, assessment and reporting are manageable and effective in improving learning and teaching? • How do we ensure that processes for tracking and monitoring are manageable and effective in improving learning and teaching? • How well do we support practitioners in undertaking their role in evaluating children’s progress? • How well does the information we gather about children’s progress inform our planning and improvement? • How well are children enabled to select and make use of high-quality resources and equipment including digital technologies?

QI 2.4: Personalised support

Themes

Universal support
 Role of practitioners and leaders
 Identification of learning needs and targeted support
 Removal of barriers to learning

Descriptor

This indicator focuses on the provision of high quality support that enables all children to achieve success. It highlights the importance of wellbeing and of involving children and their families in decisions about how their needs should be best met. Strong partnerships with parents/carers and others who support children are essential. Careful monitoring of all children, particularly those who are more vulnerable or disadvantaged, ensures effective and early support leading to positive outcomes.

Level 5 illustration:

Universal support

- In our setting, children receive high quality universal support. Their needs are at the centre of our planning and review processes. We have high expectations for all children. Practitioners work very well with parents/carers to take full account of children's experiences, interests and individual ways of learning. We work closely with parents/carers to match learning activities and resources effectively to the age, needs and abilities of individual children. We ensure our babies, toddlers and young children benefit from exploration and engagement with natural materials including daily encounters with nature and learning outdoors. We have a well-established and effective key worker approach, respond very well to the individual needs of children, promote, and support their wellbeing. Within our setting, each child has regular interactions, and where developmentally appropriate, learning conversations with a supportive adult who knows them well. Tasks, resources and experiences are at the right level to help children make sustained progress. Where appropriate, learning targets are in place specific to individual children. These build on prior learning, are reviewed and evaluated with parents/ carers and appropriate next steps identified based on progress made. Strong links with the 'named person', such as health visitors, promote knowledgeable and consistent contact between the setting and families.

Role of practitioners and leaders

- In our setting, the roles of practitioners are clearly defined and understood. Babies thrive through relationships that are consistent, nurturing and responsive. Toddlers are sensitively cared for and skilfully helped to vocalise their needs. We provide them with a very good balance of experiences to promote and develop their confidence and independence. As children progress we consistently involve and support them in making decisions about their own learning by helping them to plan and evaluate their own experiences. We work effectively with parents/carers, other professionals and partner agencies to ensure factors that may inhibit progress are identified and addressed quickly. We carefully monitor the impact of our plans for individual children. Practitioners increase their ability to meet the diverse development and learning needs of each child through effective use of professional learning, learning support and specialist resources.

Identification of learning needs and targeted support

- In our setting, children's needs are identified early through careful observation and effective analysis of assessment information. Wellbeing indicators are used to provide holistic assessments of children's strengths and support needs. We ensure appropriate, proportionate and timely support including specialist input where required. We fully adhere to legislative requirements and provide all children with additional support needs with high quality targeted support, including highly - able children. Children, parents/carers and partners are fully involved in decisions about learning and support. Targeted interventions are effective and lead to positive outcomes for children.

Removal of barriers to learning

- In our setting, practitioners take positive and proactive steps to ensure that potential barriers to learning and development are minimised. Practitioners are highly responsive to the family circumstances of all our children, particularly those who are vulnerable, disadvantaged or looked after, including those living in financial hardship. Our practitioners are skilled at identifying and supporting children with specific challenges. All children living with a disability, health issue or social and emotional needs receive high quality targeted support. We work closely with key partners to remove barriers to learning and provide an inclusive, nurturing learning environment.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> • Universal and targeted support is fully embedded. It has a positive impact on children’s progression and development. • There are high expectations for all children across our setting. • Children requiring additional support have high quality, individualised plans. Careful monitoring and review ensures that identified support strategies have a positive impact on learning and development. • Children’s needs are identified through robust assessment processes. We consistently and effectively involve parents/carers and other partners in gathering information through observations, careful planning and reviewing support for our children. • Each child has an effective Child’s Plan. Effective partnership approaches are evident in support plans and interventions. • All practitioners work effectively to minimise the impact of potential barriers to learning. • Practitioners reflect on their own practice and work collaboratively with others to improve their capacity to meet the needs of all children in their care. • The progress of all children is effectively reviewed, including those with additional support needs. Reliable and valid evidence supports this process. 	<ul style="list-style-type: none"> • How well do we know our children, and their families? How do we use this knowledge to help children progress in their learning? • How do we know that all practitioners fully understand our approaches to personalised support? Do all practitioners consistently use effective support strategies? How do we know these are having a positive impact? • What arrangements are in place to ensure all children and their parent/carer have regular discussions with their keyworker to review their progress and plan what they will learn next? In doing this, what difference is this making to children’s learning and development? • Are practitioners able to access effective levels of training and support to build their own capacity to support the diverse needs of children as they grow, learn and develop? • How well does our curriculum planning meet the needs of different groups of children? • To what extent do we involve parents/carers and partner agencies to ensure all children benefit from the right support at the right times?

QI 2.5: Family learning

Themes

Engaging families in learning
 Early intervention and prevention
 Quality of family learning programmes

Descriptor

This indicator focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on all early learning and childcare settings working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.

Level 5 illustration:

Engaging families in learning

- Our setting values the contribution parents/carers and families make to children's learning. We have established positive relationships that are fostered to support confidence and self-esteem within families. Universal support is available to all. Where appropriate, more targeted support is offered to families that enables them to engage in a variety of learning opportunities which meet their individual needs. Practitioners work to support children and families and are responsive to family circumstances such as, at the risk of disadvantage, poverty, families affected by imprisonment, English as an additional language or mental health issues. Families have regular opportunities to discuss their learning needs in an environment where they feel valued and respected. Effective opportunities for our families to experience personal achievement are actively developed and encouraged. Parents/carers are supported to regularly and meaningfully engage in their children's learning at home and within the early learning and childcare setting. Our practitioners work in partnership with parents/carers and families to reduce potential barriers to engagement and overcome disadvantage. They sensitively respond to individual family circumstances.

Early intervention and prevention

- Our practitioners strive to form respectful relationships, an unconditional positive approach and strong positive relationships with families from first contact. These relationships support preventative work and the earliest possible intervention. We consult with parents/carers and work in partnership with other services to share relevant information on individual family's needs and factors affecting our community. We use this information to ensure appropriate timely interventions. Needs are identified and reviewed in consultation with families and partners. Our families are active participants in agreeing intended outcomes for themselves, and we support them to set realistic timescales for achieving their aspirations. Our partnership approaches ensure a robust service for families within their local community. Families benefit from our strong collaboration with colleagues from other sectors to ensure appropriate referrals to and from services. These engagements help to build confidence, trust and respect. Outcomes are tracked over time.

Quality of family learning programmes

- Our family learning programmes contribute to a culture of learning within the family. They provide opportunities for parents/carers and children to learn together as well as parent/carer only learning. Families are fully engaged and participate whenever possible in designing and delivering programmes. Our programmes are stimulating, challenging, relevant and enjoyable. We consult with families to ensure we are meeting their needs in relation to literacy, numeracy, health and wellbeing and wider family learning outcomes. The design and delivery of our programmes support families through changes and when making choices. We actively promote lifelong learning for the family as a whole and for the individual learners within each family. Our families are consulted in a meaningful way at the end of any course or programme about their next steps. As a result of our family learning programmes, families have high aspirations as individuals and as a family. They have a sense of achievement and successes are recorded and celebrated.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> • Creative approaches, which are well matched to the needs of families, are used to engage families throughout their contact with the setting. • Family learning promotes equality and diversity. Approaches seek to include all, especially those who may face barriers to their involvement. • Almost all those engaged in family learning programmes are highly motivated and actively involved in their own learning and development. • Family learning approaches take account of the developmental stages of children in the family. • Family learning opportunities help parents to understand the significant impact of the home learning environment at all stages of their children's education. They recognise and make the most of everyday learning opportunities. • Family learning approaches seek to address parents' own learning needs in areas such as literacy and numeracy, and equip them with the skills and knowledge they need to support their children throughout their education. • We work with others to show that the life chances of families experiencing particular challenges are being improved as a result of their engagement in family learning. • There is evidence that almost all learners have improvement in their health and wellbeing. • Families are involved in evaluating the impact of their involvement in programmes and in planning next steps. • We have effective partnerships with a range of agencies to support family learning within our setting. 	<ul style="list-style-type: none"> • What do we do to meaningfully engage with families taking account of their individual circumstances? • What approaches do we use and to what extent do we involve families in planning opportunities to meet their learning needs? • To what extent do practitioners understand the wellbeing indicators and how these can have a positive impact on children and families? • What do we do to involve families in evaluating the impact of programmes taking account of the developmental stages of children? • How do we know if outcomes for children are improving as a result of their participation in family learning? • How can we demonstrate that families are feeling included and that they are participating, achieving and progressing? • How is our family learning supporting families' progress in relation to the <i>GIRFEC</i> wellbeing indicators? How do we know? • What evidence do we have that our partnerships with others are strong and support family learning? • What do we do to actively promote equality and diversity? • What do we do to identify and overcome barriers to participation in our family learning programmes? • What do we do to address parents/carers own learning needs in areas such literacy, numeracy and health and wellbeing?

QI 2.6: Transitions

Themes

Quality of support for children and their families
Collaborative planning and delivery
Continuity and progression in learning

Descriptor

This indicator focuses on the need for babies, toddlers and young children to be well supported at times of transition. This includes moving into and out of the early learning and childcare setting but also includes transitions as children move through different rooms or stages of learning. Effective communication and partnership working supports successful transition arrangements. Very good processes for tracking and recording progress and effective arrangements for sharing these are essential for curriculum continuity and progression in learning.

Level 5 illustration:

Quality of support for children and their families

- In our setting, practitioners carefully support children and families to make successful transitions when they first start, and as they move to another stage of learning or to a new setting. We understand the importance of building relationships and developing secure attachments. Transitions are handled sensitively and are a positive experience for children and their families. We take very good account of the individual care and support needs of each baby, toddler, young child and their families. We value and build on the learning that takes place before a baby, toddler or young child starts in our setting. We acknowledge the impact of life events and provide effective support to help with these times making adjustments as necessary to ensure equity for each child when attending the setting and when moving to another setting. Effective arrangements are in place to involve families and relevant agencies in carefully planning personalised approaches for those requiring additional time and support. We provide very effective support to our children when they have a split placement with another setting. Our practitioners make effective links and communicate with the other setting to ensure continuity in learning and care.

Collaborative planning and delivery

- There are comprehensive, well-planned transition arrangements in place. These help children and families make very positive and successful transitions. We actively work in partnership with others, including the named person, to ensure transition arrangements are effective for all children, in particular for those requiring additional support. For children needing additional support this is clearly documented in the Child's Plan. We listen to and act upon the views of parents/carers and children when planning and evaluating transitions. Our arrangements for passing over information ensure continuity of learning and we have agreed shared approaches to record keeping. We include our partners, other settings and agencies in our regular review and evaluation of the impact of our transition arrangements.

Continuity and progression in learning

- Transition programmes effectively build on prior learning to support curriculum continuity and progression to meet the needs of all children. We pay very good attention to continuous progression in children's learning and wellbeing during their learning journey across our setting and into primary one. We carefully and concisely record aspects of children's progress in their development and learning and share this information effectively with parents/carers and key partners. We use planned opportunities with others, including other practitioners and parents/carers, to develop a shared understanding of progress and play-based pedagogy across the early level. As a result, children benefit from meaningful continuity in their learning experiences as they move on to school.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> • Parents/carers and children, (where appropriate), are actively involved with practitioners to sensitively plan and effectively manage transitions to meet children’s emotional and learning needs. • Clear, shared processes are in place for the exchange of relevant information about children’s care and support needs, skills, learning and achievements across the curriculum. • Information about children’s learning, and achievements, particularly in key areas of early literacy, numeracy and health and wellbeing, is used effectively to ensure continuity in learning across the curriculum for all children. • Planned opportunities enable practitioners to come together to develop a shared understanding of progress and pedagogy at all stages and across the early level. • Objective evaluations that seek and respond to the views of parents/carers, children and partners are used to develop and improve transition arrangements and programmes. • Effective communication and planning enables continuity of care and learning for children accessing more than one ELC setting. 	<ul style="list-style-type: none"> • How effectively do our processes for settling in new children support them and their parents/carers to become familiar with their surroundings? To begin to develop close, positive relationships and to continuity in meeting their care and learning needs? • How effectively do we engage with parents/carers, children and other agencies to build up a clear picture of the child? • How well do we work with parents/carers to ensure transitions are personalised, planned in advance and sensitively handled? How do we support parents/carers to adjust to change at key points of transition? • How do we support children to develop a positive attitude to change, and form new relationships to ensure continuity as they move across the setting? • In what ways does information from profiling and personal learning planning ensure continuity and an appropriate pace of progress in learning for all children? • How effectively do we use transition information to plan progressive learning and developmental pathways for all children? • What examples do we have of transitions being adapted to suit individual needs and circumstances? What difference has this made for children and families? • To what extent do we discuss children’s growing skills in early literacy, numeracy and health and wellbeing, as they move from one setting to another or on entry to primary school? • How well do we work with parents/carers and with partners in other agencies to plan transitions for children who require additional support?

QI 2.7: Partnerships

Themes

Engagement of parents and carers in the life of the setting
 The promotion of partnerships
 Impact on children and families

Descriptor

This indicator aims to capture the setting's success in developing and maintaining strong partnership approaches which improve outcomes for babies, toddlers and young children. These partnerships also contribute to the continued improvement of the setting and community. All partnerships are based on mutual trust and respect for the particular contribution each partner brings. Strong partnerships are a powerful feature of a highly effective setting.

Level 5 illustration:

Engagement of parents and carers in the life of the setting

- We have highly effective partnership working with families which results in sustained high quality provision for children. Families feel very welcome and play an active role in the life of the setting. Our strong partnerships with parents/carers increase family engagement in children's development and learning and impacts positively on the progress children make. Parents and carers understand the role they can play and feel empowered to contribute to decisions. Through their active engagement, improvement is clearly evident and positive change happens. High quality feedback to parents/carers ensures they are aware of the difference their involvement is making to their child's progress and the life and work of the setting.

The promotion of partnerships

- We take full account of the benefits of establishing and sustaining a wide range of partnerships; local, national and international. We use these effectively to enhance positive outcomes for children. As a result of our effective partnerships, all our young children are developing positive life skills and dispositions towards learning. Through effective partnership working, we are improving young children's development and learning and are securing positive impacts for children and families in our community. Partnerships have increased family engagement in children's learning and this involvement has a positive impact on children's progress in key areas of learning including health and wellbeing, literacy and numeracy.

Impact on children and families

- Young children benefit from an increased motivation to learn from their engagement with a wider range of partners. Parents are fully informed about their children's progress and achievement, and what they can do to support it. They are very engaged in their children's learning, within the setting, at home and in the community. Parents understand the contribution they make to their children's progress and achievement. High quality feedback to parents/carers ensures they are aware of the difference their involvement is making to the life and work of the setting. The setting has an empowering culture which supports all children to develop their ability to be meaningfully involved in decisions which affect their learning. Children feel empowered and contribute effectively. They are confident and feel able to exercise initiative and responsibility. Children's specific interests and disposition towards learning are recognised and nurtured.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> • Purpose, aims, roles and responsibilities within partnership working are clear and understood by all involved. • Sharing of skills, knowledge and experience between partners improves outcomes for children. • Partnerships learn from effective practice elsewhere. Shared professional learning opportunities enhance capacity. • Feedback from partners indicates strong and effective relationships with the setting. The setting plays an important role in the life of the local community. • Partnership working with other services demonstrates improvements in outcomes for children and families. • Joint planning and evaluations of partnership working show the positive difference collaboration is making and has enriched children's progress and achievements. 	<ul style="list-style-type: none"> • What do we do to support families to participate in, contribute to and understand the value of their engagement in children's learning and life of the setting? • What strategies do we use to communicate, plan, monitor and evaluate our work with partners? • How do we know our support to parents/carers has led to further engagement in children's learning within the setting, at home and in the wider community? • What approach do we take to actively seek out, promote and respond positively to potential partnerships which will lead to better outcomes for children? • What do we do to share skills, knowledge and experience amongst all partners? Do we engage in shared professional learning opportunities with partners? • How well do we understand our local community? What is the impact of our partnership with the community on our setting and the local area? • How well do we ensure all young children contribute to the life of the setting? What strategies are used? • How well do we support parents/carers to understand the value of their engagement in children's learning? • What makes our partnerships successful and how do we learn from what is working well? • What evidence do we have of the added value partnership working brings and what difference it makes to our children?

Successes and Achievements

How good are we at ensuring the best possible outcomes for all our children?

3.1 Ensuring wellbeing, equality and inclusion

3.2 Securing children's progress

3.3 Developing creativity and skills for life and learning

QI 3.1: Ensuring wellbeing, equality and inclusion

Themes

Wellbeing
Fulfilment of statutory duties
Inclusion and equality

Descriptor

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements

Level 5 illustration:

Wellbeing

- In our setting, we recognise that relationships lie at the heart of children's development and lay the foundation for lifelong learning and wellbeing. The promotion of wellbeing for all our children and their families underpins everything we do and is based on mutual respect, honesty and trust. Our approach to getting it right for all children focuses on improving outcomes for children and their families. We model behaviour which promotes wellbeing and encourages it in others. We actively promote the wellbeing of all our children and can demonstrate that they are being supported to feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Everyone shares the responsibility for creating a positive and respectful ethos and we have a shared understanding of wellbeing. There is a strong sense of community, shared values and expectations. We are proactive in promoting positive behaviour through positive relationships. In a developmentally appropriate way, children show consideration for others and have positive relationships with each other and practitioners. Each child is considered as an individual with their own needs and rights. We seek out and encourage the participation of children through a range of developmentally appropriate activities which allows them to engage in decisions which affect them.

Fulfilment of statutory duties

- We comply and actively engage with statutory requirements and codes of practice. Our practitioners, children, parents/carers and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children. In particular, we are knowledgeable about those statutory duties which impact on young children and their families.

Inclusion and equality

- We actively promote inclusion and equity, supporting all children to make very good progress and fulfil their potential. Children and families, practitioners and partners are treated with respect and in a fair and just manner. We value diversity and challenge discrimination. In our setting we understand, value and celebrate age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation. None of these is a barrier to participation for young children or their families. We have effective strategies in place which are improving progress for all children, with a focus on those facing challenges such as children from our most deprived areas, those who are looked after and those with additional support needs.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> • Within and beyond our setting there is a shared understanding of wellbeing and children’s rights. Full account is taken of children’s rights and is considered in respect of their stage of development including when planning learning across the curriculum. • Practitioners’ sensitivity and responsiveness significantly contributes to the wellbeing of each individual child and their family. • Managers and leaders ensure that all practitioners know, understand and use the wellbeing indicators in a meaningful way. Our young children show a developing understanding of the wellbeing indicators. • Leaders and managers look out for the wellbeing of practitioners. All practitioners feel valued in their work and are confident they can receive support should they need it. <p>All our practitioners engage in professional learning which takes due account of the legislative framework related to wellbeing, equality and inclusion.</p> <ul style="list-style-type: none"> • The curriculum we offer and our approaches to learning and child development promote diversity and equality. . • Children are encouraged to begin exploring the thoughts, feelings, attitudes, values and beliefs that influence their lives and relationships in a developmentally appropriate way. • Children show consideration and empathy for others supported by consistent positive relationships. • Health and wellbeing is fully embedded in the daily life of the setting and consistently promoted by all practitioners. 	<ul style="list-style-type: none"> • To what extent are the <i>GIRFEC</i> principles reflected in the work of our setting? What actions do we need to make to bring about further improvements? How well do we use information about children’s wellbeing to support their care, learning and development? • How explicitly is the United Nations Convention on the Rights of the Child understood and embedded within our practice? • How well do practitioners understand attachment theory and its impact on future development and learning? • What methods do we employ to ensure information is shared effectively about children’s wellbeing between parents/carers and practitioners? • How do we ensure important principles including consistency, dignity and privacy when supporting children with their personal care? What other important principles should we be considering? • How well do practitioners take account of national documents and guidance that impact on early learning and childcare? For example <i>Building the Ambition</i>. • How do we ensure that all practitioners undertake regular professional learning around legislation, statutory requirements, national and local guidance and codes of practice? • Have we successfully established an inclusive learning environment and setting? How welcome and included do all children, parents/carers and partners feel? How do we know? • To what extent has creating an ethos and culture of inclusion and participation been successful in supporting children to make very good progress? How can this be strengthened?

QI 3.2: Securing Children's Progress

Themes

- Progress in communication, early language, mathematics and health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

Descriptor

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success.

Level 5 illustration:

Progress in communication, early language, mathematics and health and wellbeing

- Across our setting, we have established high quality approaches that enable babies, toddlers and young children to develop their emotional, social, physical and cognitive skills very well. A strong focus on health and wellbeing has a very positive impact on children's learning and development. We effectively promote learning in a skilful way. We understand how young children develop early language skills and mathematical thinking. We apply this knowledge in our approach, which is characterised by a very effective blend of adult supported and child-initiated experiences. The various environments of our setting are very effectively constructed allowing babies, toddlers and young children to be increasingly independent in their ability to express themselves vocally and creatively. They are settled, happy, thriving and learning to communicate in their own way. Our successful use of real-life and imaginary contexts support children effectively to develop their early language and mathematics skills very well. We skilfully apply strategies to support children to build vocabulary that helps them best explain their thinking and understanding. Within our setting, children demonstrate a high level of interest about the world around them. Young children are confident to try new experiences, engage with new learning enthusiastically and are making continuous progress. .

Children's Progress over time

- Within our setting babies, toddlers and young children make very good progress across almost all aspects of their learning and development. They are becoming increasingly confident, resilient and independent learners. From the earliest stages, children are supported to make choices and talk about their learning. As a result, they acquire the necessary knowledge, skills and attitudes needed to continue to be motivated, life-long learners. In our setting, practitioners know each child very well as an individual and as a learner. Using this knowledge together with our sound knowledge of child development, we are ensuring that significant learning is identified and very effectively built upon. We work very effectively with families and other professionals to identify and deliver meaningful learning opportunities. We make sound professional judgements about children's progress and how well children are learning and developing.

Overall quality of children's achievement

- We place high value on recognising, capturing and celebrating children's individual achievements. We understand the significance of what happens beyond our setting, at home and within other provisions. We use this information very well to promote achievement and progress. Our young children are successful, confident, and are able to exercise responsibility very well. Increasingly, children are able to self-regulate their emotions, and feel supported to share their concerns and opinions. Our practitioners

use feedback and praise consistently well to promote positive attitudes and to encourage effective cooperation and independence. Our children contribute effectively to the life of the setting, the wider community and increasingly, as global citizens. Parents/carers and families are kept very well informed about their own child's progress and feel empowered to share information about their child's success beyond the setting. They feel valued and significant partners in the life and work of setting.

Ensuring equity for all children

- In our setting, we actively promote equity across all aspects of our work. We have a supportive and inclusive ethos with a strong climate of mutual respect and trust. We are proactive in identifying and reducing potential barriers to effective learning of our children. We take very good account of the differing cultural, socio-economic and linguistic backgrounds of our children and their families. We work very effectively in partnership with colleagues who have evidenced improvements in children's progress. We make effective use of information and data, for example, agreed developmental milestones and the levels of multiple deprivation in the areas in which our children and families live. We monitor very closely the impact of strategies we use to ensure equity and use our evidence to make decisions about future interventions.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> • Almost all children make very good progress through experiences that promote holistic learning. They are developing their social, emotional, physical and cognitive skills very well. • Information on every child is showing almost all children are making very good progress in literacy, numeracy and health and wellbeing as appropriate to their developmental stage • High quality appropriate early language, mathematics and health and wellbeing experiences are used well to promote and enhance learning. • Practitioners make confident judgements about children’s progress and this is shared and agreed through appropriate discussions. • High aspirations for achievement are shared by children, practitioners and parents. • Parents are fully involved in understanding their child’s progress. They are valued partners in identifying and reviewing progress and achievements. 	<ul style="list-style-type: none"> • In what ways do we ensure children are making progress across all aspects of their learning and development? • How do we ensure children understand their own progress in a meaningful way? • Reflect on the current balance of adult and child initiated learning experiences. Are both leading to progress? What could be improved? • How effective are our approaches to tracking progress and achievement? What needs to improve? • How effective are we at sharing children’s progress with parents/carers? • Do we truly value contributions and children’s achievements from beyond the setting? Would parents/carers recognise their role in this? • How well do we use and analyse information to improve outcomes for children and families? For example, data about 27/30 month reviews, developmental milestones and the levels of multiple deprivation in the areas in which our children and families live.

QI 3.3: Developing creativity and skills for life and learning

Themes

Developing creativity
 Developing skills for life and learning
 Developing digital skills

Descriptor

This indicator focuses on a range of significant skills for life and learning which children should increasingly be able to demonstrate as they grow and learn. A key feature is children's increasing ability to apply skills in a range of contexts, including in unfamiliar settings. Children understand the importance of these skills to their learning and to work and life in their local community and the wider world.

Level 5 illustration:

Developing creativity

- Creativity is at the heart of play and all aspects of learning. We use innovative approaches to encourage children to be inquisitive, imaginative and to take risks in their learning. We ensure that children access open-ended play materials to extend their creativity and thinking. Our indoor and outdoor learning environments and engagement with the natural world offer regular high quality experiences that enable children to explore ideas and materials and to use their imagination freely. Discussion and interaction very effectively support children to explain their thinking and to reflect on their learning. Children have freedom to develop their play and interests and to deepen their learning. They confidently lead aspects of their own learning. High quality play enables children to explore possibilities, plan, design and evaluate solutions as they apply their skills across learning.

Developing skills for life and learning

- Developing children's wellbeing and creativity is at the heart of all we do. We ensure that children's emotional, social and physical needs are met very well. Children can express their ideas and feelings with increasing confidence and they are learning to use the ideas and suggestions of others to extend their thinking and their play. We very effectively support children to help them resolve disagreements when they arise. Children persevere with their play and show high levels of self-esteem and self-belief when learning alone and increasingly with others. Children can ask questions, consider and make connections across learning experiences to make sense of the world around them. Our nurturing approaches ensure that children develop positive attitudes towards change and show determination to succeed in chosen activities. Our children increasingly demonstrate eagerness and capacity to initiate and participate in improvements to our setting and community.

Developing digital skills

- The setting has a clear rationale for developing children's skills in using and exploring digital technologies including staying safe online. Children's use of digital technologies enhances, deepens and personalises play and learning across the curriculum. They recognise a range of everyday technologies and increasingly understand how they work. Children are developing skills very well and are eager to try out and problem solve using new opportunities in digital technologies. They are becoming confident in making choices and decisions about solving problems and use digital technologies to enrich their play and learning in the setting, at home and in the community and how they may use their skills in the future. We make effective use of the skills of children, parents/carers and partners in developing the use of digital technologies across the curriculum.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> • Children are enabled to take risks, learning in safe, secure and supportive environments where they are expected to make decisions and where their contributions are valued. • Through exploratory play, all children have the opportunity to develop and apply investigative, problem solving and thinking skills. • There is an emphasis on talk and shared thinking. Practitioners support the development of children’s thinking skills through scaffolding, modelling, questioning and making their own thinking explicit. • Approaches to learning and teaching enable children to become immersed in activities that interest them and to play for extended periods. Practitioners take care not to rush children. • Practitioners are highly skilled in posing questions which encourage enquiry and curiosity. • Children are developing a positive attitude to learning through an active learning approach using real-life and imaginary situations. • The learning environment, including the provision of open-ended and natural resources and the adaptability of space, encourage creativity. The structure and flexibility of the day also nurture creativity. • Children’s experiences provide opportunities to play and learn together, share ideas, reconcile differences and develop a sense of fairness. • Children can select and use appropriate technology to learn or solve problems across a range of contexts with increasing confidence. 	<ul style="list-style-type: none"> • How well does our indoor and outdoor space support creativity, curiosity or inquiry? • How well are natural materials and open-ended resources used to support sensory play, exploratory play and creativity? • In what ways and to what extent do children make choices and decisions about their play and learning? • How and to what extent does our setting work with other partners to support and enhance the development of creativity? • Do practitioners value the creative process including individuality, rather than a focus on the end product? • In what ways and to what extent are children able to resolve conflict? • What can we do to ensure we are enhancing learning through the use of digital technologies? • Are children encouraged to recognise a range of technologies and their purpose in the setting, at home and the local environment? Do children know how to operate simple technological equipment?

Appendix 1: The six-point scale

The six-point scale is a tool for evaluating the quality indicators. It is mainly used by Education Scotland, local authorities and other governing bodies for the purpose of national and/or local benchmarking across a number of settings.

It is not necessary for individual settings to measure themselves against the six-point scale although they may choose to do so to help assess and understand your performance.

Level 6	excellent	outstanding or sector leading
Level 5	very good	major strengths
Level 4	good	important strengths with areas for improvement
Level 3	satisfactory	strengths just outweigh weaknesses
Level 2	weak	important weaknesses
Level 1	unsatisfactory	major weaknesses

Please note that, when an evaluation is applied, it is for the whole quality indicator. Individual themes should not be evaluated. An evaluation can be arrived at in a range of contexts. We need to bear in mind that awarding levels using a quality scale will always be more of a professional skill than a technical process. However, the following general guidelines should be consistently applied.

An evaluation of **excellent** means that this aspect of the setting's work is outstanding and sector leading. The experiences and achievements of all children and are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice, based on achieving equity and inclusion and a deep professional understanding which is worth disseminating beyond the setting to support system-wide improvement. It implies that very high levels of performance are sustainable and will be maintained.

An evaluation of **very good** means that there are major strengths in this aspect of the setting's work. There are very few areas for improvement and any that do exist do not significantly diminish children's experiences. An evaluation of very good represents a high standard of provision for all children and is a standard that should be achievable by all. There is an expectation that the setting will make continued use of self-evaluation to plan further improvements and will work towards improving provision and strive to raise performance to excellent.

An evaluation of **good** means that there are important strengths within the setting's work yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all children. The quality of experiences is diminished in some way by aspects in which improvement is required. It implies that the setting should seek to improve further the areas of important strength, and also take action to address the areas for improvement.

An evaluation of **satisfactory** means that the strengths within this aspect of the setting's work just outweigh the weaknesses. It indicates that children have access to a basic level of provision. It represents a standard where the strengths have a positive impact on children's experiences. While the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of learners' experiences. The setting needs to take action to address areas of weakness by building on its strengths.

An evaluation of **weak** means that there are some strengths but where there are important weaknesses within this aspect of the setting's work. While there may be some strengths, the important weaknesses, either individually or collectively, are sufficient to diminish experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the setting.

An evaluation of **unsatisfactory** means there are major weaknesses within this aspect of the setting's work which require immediate remedial action. Children's experiences are at risk in significant respects. In almost all cases, this will require support from senior managers in planning and carrying out the

necessary actions to effect improvement. This will usually involve working alongside other staff in other settings or agencies.

Appendix 2: Glossary of Terms

Within the context of this framework, the terms we have used mean:

Achievement refers to the totality of skills and attributes embedded within the four capacities of Curriculum for Excellence and developed across the curriculum, both within the ELC setting and in other contexts.

Attachment is the quality of relationship from the child's perspective. The early parent/child relationship is viewed as one of the most important factors in child development, especially with regard to how the brain develops and the development of emotional and social skills. The early attachment process can form the template for future relationships.

Building the Ambition is national practice guidance on early learning and childcare which provides clear direction on what good practice is in delivering high quality experiences and interactions for babies, toddlers and young children.

Creativity is a process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities.

Career- long professional learning (CLPL) is a continuous process through which practitioners take responsibility for their own learning and development, exercising increasing professional autonomy enabling them to embrace change and better meet the needs of babies, toddlers and young children.

Child's Plan refers to a single plan of action drawn up for a child where evidence suggests that one or more targeted interventions are required to meet the child's wellbeing and learning needs. This is managed and reviewed through a single meeting structure even if the child is involved in several processes.

Child Protection is protecting a child from child abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for risk assessment to have identified a likelihood or risk of significant harm from abuse or neglect.

Child Protection Plan is a multi-agency plan for children who are believed to be at risk of significant harm. This plan will be incorporated into the Child's Plan.

Child Protection Register is a central register of all children who are the subject of a multi-agency Child Protection Plan.

Closing the gap refers to the gap in progress and achievement (attainment in school aged children) between those living in Scotland's least and most disadvantaged homes. Many children and young people from lower-income households do significantly worse at all levels of the education system than those from better-off homes. This is often referred to as the 'attainment gap'.

Coaching and mentoring are development techniques based on the use of discussion, often on a one-to-one basis, to enhance an individual's skills, knowledge or work performance.

Data are facts and statistics collected together for reference or analysis.

Digital learning is learning which is supported and enhanced by a range of digital technology and approaches. It can focus on one or more particular technologies. It may focus on playroom use or anywhere-anytime access. It may include features and approaches that are used to develop independence in learning.

Digital literacy encompasses the capabilities required for living, learning and when older, working, in a digital society. It includes the skills, knowledge, capabilities and attributes around the use of digital technology which enable individuals to develop to their full potential in relation to learning, life and eventually work. It encompasses the skills to use technology to engage in learning through managing

information, communicating and collaborating, problem solving and being creative, and the appropriate and responsible use of technology.

Digital technology is the term used to describe those digital applications, services, and resources which are used to find, analyse, create, communicate and use information in a digital context.

Equity means treating people fairly, but not necessarily treating people the same. Equity in ELC means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving potential and that all our babies, toddlers and young children are well supported to secure the best possible outcomes.

Equality is the removal of barriers and the widening of opportunities for those for whom access is limited. Where equality is embedded in practice, there will be no prejudice-based discrimination.

Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage.

General Teaching Council for Scotland (GTCS) is an independent professional body which promotes and regulates the teaching profession in Scotland. It is a legal requirement for any teacher teaching in a Scottish school to be registered with GTC Scotland.

Getting it Right for Every Child is the national approach to improving the wellbeing of children and young people. The approach puts the best interests of the child at the heart of decision making, takes a holistic approach to wellbeing and advocates preventative work and early intervention to support children and their families. It is founded on the belief that professionals must work together in the interests of the child.

Governance framework is what defines levels of accountability in relation to leadership and management of the setting. It supports strategic leadership and ensures all stakeholders know who is responsible for the performance of the setting.

Governing body is the group or groups of individuals who defines accountability for leadership or management of the setting. This could be a management group or board. In local authority settings, it would normally be those responsible for early learning and childcare within the local authority.

Higher order thinking involves the learning of complex judgment skills such as problem solving. Bloom's taxonomy suggests skills involving analysis and evaluation are of a higher order requiring different learning and teaching methods than the learning of facts and concepts.

Image of the Child gives credit to the competences and potential of each individual. It recognises that every child is unique and an active learner who is capable and intelligent. Children have their own rights within early learning and childcare.

Inclusion means taking positive action and intervening in order to enable achievement for all by building and fulfilling the potential of every baby, toddler young child.

Lead professional is identified where a child requires two or more agencies to work together to deliver services to the child and family. The lead professional will be the professional who is best placed to carry out the coordinating role and work with the family to improve outcomes for the child.

Learning community means the cluster of neighbouring settings and schools and other partners delivering early learning and childcare and education.

Learning conversations give opportunities to children to share their thoughts and views on experiences and activities in conversation with an adult or peer.

Looked After Child is defined as those in care of their local authority under the provisions of the Children (Scotland) Act 1995. This can include being Looked After at home or being Looked After away from home. The vast majority of children become 'looked after' for care and protection reasons.

Named person is a single point of contact who can work with a child and his/her family to sort out any additional help, advice or support if they need it. The Getting it Right approach includes making a named person available for every child, from birth until their 18th birthday (or beyond, if they are still at school).

For children in early learning and childcare the role of the named person is usually taken by the health visitor.

National Care Standards is the framework that Care Inspectorate uses to measure quality in early learning and childcare settings. They regulate and inspect childminders and daycare of children services that require to be registered under the Public Services Reform (Scotland) Act 2010.

Outdoor learning is an approach to learning that is integral to the curriculum. It takes place in a range of contexts such as the grounds of the setting, the local area and day trips. Its purposes include health and wellbeing, encouraging investigation and exploration, physical activity and personal and social development.

Partners include all individuals or organisations that deliver learning and contribute to the life and work of the setting. These may include third sector, community organisations, libraries, local businesses, etc.

Pedagogy is about the interactions and experiences that support the curriculum and the process of how children learn.

Personalised support means learning, teaching and assessment are planned to meet the needs of learners as individuals. It includes ensuring that children have regular opportunities to be involved in discussing their learning and can influence what and how they learn.

Practitioner enquiry means developing knowledge, skills, dispositions and understanding required to be the kind of professional who is able to question, challenge, understand and know deeply about learning and teaching. It means continually asking critical questions about your own practice. This can also be done in a collaborative way, i.e. with others, for example in a professional learning community.

Protected characteristics is the term used in The Equality Act 2010 to describe who is protected by law. Protection varies on whether a person is at work or using the service. There are eight protected characteristics of people who use services. These are: disability; sex (gender); gender reassignment; pregnancy and maternity; race; religion or belief; sexual orientation; and age.

Protecting Vulnerable Groups (PVG) scheme helps to ensure that those who have regular contact with children, through paid and unpaid work, do not have a known history of harmful behaviour.

Risk is the likelihood or probability of a particular outcome given the presence of factors in a child or young person's life. What is critical with respect to child protection is the risk of significant harm from abuse or neglect.

Risk assessment/benefit is about identifying issues that may cause harm and deciding what reasonable and sensible measures can be taken to control/limit the risks.

Safeguarding is a much wider concept than child protection and refers to promoting the welfare of children. It encompasses; protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all babies, toddlers and young children to have the best outcome. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

Schema is a repeated pattern of behaviour in their play that young children express through their ideas and thoughts as they explore the world and try to make sense of how things work. As children grow these schemas increase in number and become more complex. .

Scottish Social Services Council is the national body responsible for registering people who work in social services. This includes workers in daycare of children services for whom registration is a requirement as legislated for within the Regulation of Care Act (Scotland) (2001). The SSSC has an important role in ensuring the regulation, training and education of the early years workforce and seeks to promote continued education and training.

Setting community refers to all children, practitioners, parents/carers, families and partners who are connected to the setting.

Senior leaders refer to all staff in formal leadership roles, for example managers, heads of settings, deputies, principal teachers, deputy and head teachers, etc. This can also be used to refer to those aspiring to be in senior leadership posts and those working towards the standards for leadership.

Stakeholders are all those who are affected by the work and life of the setting.

Targeted support refers to additional or targeted support, tailored to the individual circumstances of a young child. This could be at any point of their learning journey or, for some, throughout the journey. This 'targeted' support can be, but is not exclusively, delivered by practitioners with additional training and expertise.

Transitions are times of change within children's learning journeys. Transitions can have a major impact on learners since they usually include new people, new learning environments and new circumstances. All children experience points of transition when they move into, through and out of the setting.

Universal support is the responsibility of all practitioners and partners. It includes children's entitlements to conversations about learning, reviewing progress and planning next steps as part of effective personal learning planning.

Wellbeing indicators are at the heart of the Getting it Right for every child. The approach uses eight areas to describe wellbeing in which children need to progress in order to do well now and in the future: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Helpful contacts and resources

A Stronger Scotland: The Government's Programme for Scotland 2015-16

www.gov.scot/Resource/0048/00484439.pdf

Advice on Gaelic Education

www.educationscotland.gov.uk/resources/a/advicegaeliceducation.asp

Assessment resource

www.educationscotland.gov.uk/learningandteaching/assessment/index.asp

Assessing Quality in Early Childhood Education and Care

www.researchgate.net/publication/272349364_Assessing_Quality_in_early_Childhood_Education_and_Care_Sustained_shared_thinking_and_emotional_well-being_SSTEW_for_2-5_year-olds_provision

Better relationships, better learning, better behaviour

www.gov.scot/Publications/2013/03/7388

Building the Ambition: National Practice Guidance on Early Learning and Childcare

www.gov.scot/Publications/2014/08/6262/0

Building the Curriculum series

www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/

Care and Learning Alliance

www.careandlearningalliance.co.uk/

Care Inspectorate

www.careinspectorate.com

Career-long Professional Learning

www.educationscotland.gov.uk/resources/c/genericresource_tcm4735771.asp

Children and Young People (Scotland) Act 2014 Early Learning and Childcare Statutory Guidance

www.gov.scot/Resource/0045/00457025.pdf

Curriculum for Excellence Briefing 11

www.educationscotland.gov.uk/resources/c/genericresource_tcm4783185.asp

Curriculum for Excellence Briefing 12

www.educationscotland.gov.uk/resources/c/genericresource_tcm4809709.asp

The Early years Framework

www.scotland.gov.uk/Resource/Doc/257007/0076309.pdf

Early Years Scotland

<https://earlyyearsscotland.org/>

European Commission, *European Commission Communication: Early Childhood Education and Care: Providing all our children with the best start for the world of tomorrow*, 2011

<http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52011DC0066>

Education (Additional Support for Learning) (Scotland) Act 2009

www.legislation.gov.uk/asp/2009/7/contents

Education Working For All! Commission for Developing Scotland's Young Workforce Final Report

www.gov.scot/Topics/Education/edandtrainingforyoungple/commissiondevelopingscotlandseyoungworkforce/finalreport

Engaging with Families

engagingwithfamilies.co.uk/

Equality Act 2010

www.legislation.gov.uk/ukpga/2010/15/contents

Growing Up in Scotland: Publications

growingupinScotland.org.uk/publications

General Teaching Council of Scotland

www.gtcs.org.uk/home/home.aspx

Health and wellbeing - Making the links ... making it work

www.educationscotland.gov.uk/resources/m/makingthelinks.asp

How good is our school? (Fourth edition)

www.educationscotland.gov.uk/Images/HGIOS4_tcm4-870533.pdf

How good is our third sector organisation? (HGIOTSO)

www.educationscotland.gov.uk/communitylearninganddevelopment/support/selfevaluation/hgiotso/index.asp

How good is our community learning and development? (2)

www.educationscotland.gov.uk/resources/h/genericresource_tcm4654473.asp

How good is our culture and sport?

www.educationscotland.gov.uk/Images/HGIOC&S%20-%20251012_tcm4-712897.pdf

Learning for Sustainability within the standards

www.GTCS.org.uk/standards/learning-for-sustainability.aspx

National Care Standards Scotland

www.gov.scot/resource/doc/37432/0010250.pdf

National Day Nursery Association (Scotland)

www.ndna.org.uk/NDNA/All_About_Us/Scotland.aspx

National Parenting Strategy

www.scotland.gov.uk/Resource/0040/00403769.pdf

National Guidance for Child Protection in Scotland (2014)

www.gov.scot/Publications/2014/05/3052/downloads

National Guidance on Professional Review and Development (2014)

www.educationscotland.gov.uk/professionallearning/prd/index.asp

OECD Starting Strong III - A Quality Toolbox for Early Childhood Education and Care

www.oecd.org/edu/school/startingstrongiii-aqualitytoolboxforearlychildhoodeducationandcare.htm

Parents as Partners in their Children's Learning

www.gov.scot/Resource/Doc/147410/0038822.pdf

Pedagogy: The Silent Partner in Early Years Learning

academic.research.microsoft.com/Paper/5054704.aspx

Pre-Birth to Three, Positive outcomes for children and families

https://www.educationscotland.gov.uk/Images/PreBirthToThreeBooklet_tcm4-633448.pdf

Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland

www.educationscotland.gov.uk/resources/p/genericresource_tcm4747991.asp

Recognising and Realising Children's Rights

www.educationscotland.gov.uk/resources/r/childrensrightsresource.asp

Scottish Attainment Challenge

www.educationscotland.gov.uk/inclusionandequalities/sac/index.asp

The Scottish Child Health Programme: Guidance on the 27-30 month child health review
www.gov.scot/Publications/2012/12/1478

Scottish Childminding Association
www.childminding.org/

Scottish Council for Voluntary Organisations
www.scvo.org.uk/

Scottish College for Educational Leadership (SCEL)
www.scelscotland.org.uk

Scottish Out of School Care network
<https://soscn.org/>

Scottish Social Services Council
www.sssc.uk.com

Setting the Table: Nutritional Guidance and Food Standards
www.healthscotland.com/documents/21130.aspx

Transforming lives through learning: Corporate Plan 2013-2016
www.educationscotland.gov.uk/about/remitandframework/corporateplan.asp

Voluntary Action Scotland: Find your Third Sector Interface
www.vascotland.org/tsis/find-your-tsi

Wellbeing (GIRFEC)
www.gov.scot/Topics/People/Young-People/gettingitright

UN Convention of the Rights of the Child
www.unicef.org.uk/UNICEFs-Work/UN-Convention/

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HGIOS4 - EXTRACT

Appendix 4: The six-point scale

The six-point scale is a tool for grading the quality indicators. It is mainly used by Education Scotland, local authorities and other governing bodies for the purpose of national and/or local benchmarking across a number of establishments. It is not necessary for individual schools to measure themselves against the six-point scale although they may choose to do so. It should be noted that, when a grading is applied, it is for the whole quality indicator. Individual themes should not be graded. In education, an evaluation can be arrived at in a range of contexts. We need to bear in mind that awarding levels using a quality scale will always be more of a professional skill than a technical process. However, the following general guidelines should be consistently applied.

excellent	An evaluation of excellent means that this aspect of the school's work is outstanding and sector-leading. The experiences and achievements of all children and young people are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice, based on achieving equity and inclusion and a deep professional understanding which is being shared beyond the school to support system-wide improvement. It implies that very high levels of performance are sustainable and will be maintained.
very good	An evaluation of very good means that there are major strengths in this aspect of the school's work. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences. An evaluation of very good represents a high standard of provision for all children and young people and is a standard that should be achievable by all. There is an expectation that the school will make continued use of self-evaluation to plan further improvements and will work towards improving provision and performance to excellent.
good	An evaluation of good means that there are important strengths within the school's work yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the

	<p>areas of important strength, and also take action to address the areas for improvement.</p>
satisfactory	<p>An evaluation of satisfactory means that the strengths within this aspect of the school's work just outweigh the weaknesses. It indicates that learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. While the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of learners' experiences. The school needs to take action to address areas of weakness by building on its strengths.</p>
weak	<p>An evaluation of weak means that there are important weaknesses within this aspect of the school's work. While there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the school.</p>
unsatisfactory	<p>An evaluation of unsatisfactory means there are major weaknesses within this aspect of the school's work which require immediate remedial action. Learners' experiences are at risk in significant respects. In almost all cases, this will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This will usually involve working alongside staff in other schools or agencies.</p>

Terms we use in the inspection process

The following table explains the words inspectors use when making judgements.

excellent	means	outstanding, sector-leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

The following words are used to describe numbers and proportions:

almost all	means	over 90%
most	means	75% to 90%
majority	means	50% to 74%
less than half	means	15% to 49%
few	means	up to 15%

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES: EDUCATION****8th SEPTEMBER 2016**

ADDITIONAL SUPPORT NEEDS REVIEW UPDATE

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to provide members with an update of the progress of the review of Additional Support Needs (ASN) provision by Education Services as outlined in Community Services Committee paper of 4th June 2015.

2.0 RECOMMENDATIONS

- 2.1 Community Services Committee is asked to:
- a) Note the areas of progress in developing the ASN provision in Argyll and Bute as outlined in section 5 of the report;
 - b) Note the areas of continued development as outlined in section 6 of the report, and
 - c) Request that further progress report be brought to a future Community Services Committee for consideration.

ADDITIONAL SUPPORT NEEDS REVIEW UPDATE

3.0 INTRODUCTION

3.1 Following approval by Community Services Committee in June 2015 a comprehensive review of the delivery of support for pupils with additional support needs was implemented by Education Services.

3.2 Review Aims

The review of key aspects of ASN provision was implemented to ensure that a service is in place which effectively and efficiently meets the needs of all learners in a time of severe financial constraint. In so doing, the service to support children with additional support needs must meet the requirements of the relevant legislation and ensure equity of provision and resources across the Argyll and Bute authority area.

3.3 Community Services Committee agreed to the following areas of review;

- Introduction of a revised ASN allocation process;
- The establishment of working groups on staged intervention and more able pupils;
- Further working groups to be established on Looked After Children, Learning Centres and interrupted learners;
- Consolidation of management roles of Area Principal Teachers, and
- Review of cover arrangements of ASN staff.

Progress on the above is noted in section 5 of this report.

3.4 In addition, Community Services Committee agreed to note potential areas of further development including;

- Management of peripatetic support teachers;
- Consideration to designating a primary school in South Kintyre as a Learning Centre;
- Providing effective support to the Alternatives to Education initiative, and
- To investigate the potential of a general school assistant post bringing together a number of posts with the aim of providing.

Progress on the above is noted in section 5

3.5 Legislative Framework

The Council has a responsibility to discharge its obligations in relation to education legislation, as prescribed in both the Standards in Scotland's Schools etc. Act and the Additional Support for Learning Act and in doing so seek to do this to a high standard. The Education (Additional Support for Learning) (Scotland) Act 2004 places duties on local authorities, and other agencies, to provide additional support where needed to enable any child or young person to benefit from education.

- 3.6 All staff within the Education Service have a responsibility to meet additional support needs. A child or young person with additional support needs is defined under the terms of the Education (Additional Support for Learning) (Scotland) Act 2009 as follows:

A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.

- 3.7 The 2009 Education (Additional Support for Learning) Act's reference to school education links both the 1980 Education (Scotland) Act and the Standards in Scotland's Schools etc. Act 2000. The 2000 Act requires the education authority to ensure that school education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential. The 2000 Act established, and the 2004 Act built upon, a 'presumption of mainstream', that is, a presumption in favour of providing mainstream education for all children.

- 3.8 In meeting the additional support needs of all children and young people, all professionals are required to be aware of and comply with the provisions within The Equality Act 2010.

- 3.9 The Children and Young People (Scotland) Act 2014 and Education (Scotland) Act 2015, the most recent pieces of legislation impacting on services directing at meeting additional support needs now also requires to be considered alongside the legislative context described above. Amongst other things, the Children and Young People (Scotland) Act 2014 places a statutory responsibility on head teachers to act as Named Persons and who have a key role in supporting children with additional support needs and the establishment of a central Named Persons Service for children/young people access at times when schools are on holiday. The Education (Scotland) Act 2015 extends the rights of children aged 12 and over in certain areas of ASN. These include:

- Having additional support needs identified and assessed;
- Access to information, and
- Access to services that will help resolve concerns.

- 3.10 Delivery of ASN in Argyll and Bute

Support for children and young people defined as having Additional Support Needs within Argyll and Bute includes children and young people with a wide range of complex and challenging needs who are effectively supported within their local schools. The number of children and young people from Argyll and Bute educated in specialist day and residential placements out with the authority has been reduced by more than 50% since January 2011 to 22 children and young people in session 2015-16.

- 3.11 Until June 2010, centrally funded support teachers were organised in Area Network Support Teams (ANST) and were line managed by Area Principal Teachers. Following a review of ANST arrangements, these teams were discontinued and the support teachers came under the line management of Head Teachers.
- 3.12 To ensure the success of the inclusive approach to meeting needs, significant resources are targeted directly to schools where staff work together to employ creative and flexible approaches to meeting pupil needs. Parklands School in Helensburgh is the only free standing special school within the authority.
- 3.13 However, it is clear that the policy framework for meeting additional support needs in Argyll and Bute had not kept pace with the developing legislative framework. Much of policy required to be reviewed and revised, including ensuring a common understanding of certain key elements of practice such as staged intervention. As a consequence one critical aspect of the ASN review was to develop and improve areas of future policy development to allow current and future Education Service ASN policy framework to remain fit for purpose.
- 3.14 The review of key aspects of ASN provision aimed to ensure that the service in place effectively and efficiently meets the needs of all learners in a time of severe financial constraint and do so in a fair and equitable way. The Council has a responsibility to discharge its obligations in relation to the relevant education legislation as previously outlined, and in doing so seek to do this to a high standard across the Argyll and Bute authority area.

4.0 RECOMMENDATIONS

- 4.1 Community Services Committee (CSC) is asked to:
- a) Note the areas of progress in developing the ASN provision in Argyll and Bute as outlined in section 5;
 - b) Note the areas of continued development as outlined in section 6 of the report, and
 - c) Request that further progress report be brought to a future Community Services Committee for consideration.

5.0 DETAIL

- 5.1 An initial review of provision of additional support needs was held on 5th and 6th February 2015 with a recall day was on 26th March.

- 5.2 The review days considered both the areas of policy/practice and budget with the aim of rationalising the ASN policy and practice framework which meets the demands of current legislative and national policy requirements and ensures the continued provision of the most effective and efficient service within the Council's budget requirements.
- 5.3 The Review Group is comprised of a representative sample of teaching staff from all sectors and areas across the authority area. In addition there was representation from teaching and non-teaching trades unions and from Social Work. Representatives from Strategic Finance and Human Resources provide appropriate information as and when required to the working group.
- 5.4 Following the outcome of the Review days a number of areas of work were addressed immediately. These were;
- Addressing the issue of cover costs for central funded support teachers and ASN assistants which allowed the considerable year on year overspend of approximately £125K to be addressed. In September 2015 a revised approach to support staff cover arrangements was agreed. Following the implementation of services choices this aspect of the review was deferred.
 - Reconsidering the allocation process for ASN assistants to reduce bureaucracy and introduce a process centred around individual need. A revised ASN Assistant allocation process was implemented in relation to ASN assistants in March 2015, with future implementation in May 2016.

6.0 NEXT STEPS

- 6.1 There is now a need to further consider the challenges presented by the revised allocation process in light of the experience of the allocation process for sessions 2015-16 and 2016-17. The allocation process assesses the level of ASN assistant support provided to each educational establishment through a detailed assessment and scrutiny of individual need against set criteria. These criteria are;
- Children/young people who have an elaborated or highly individualised curriculum;
 - Children/young people who display highly challenging behavior, and
 - Children/young people who have medical needs (5 hours a week maximum) e.g. toileting, diabetes management.
- 6.2 Whilst the principles of this revised allocation are completely appropriate, there is an urgent need to build further flexibility into the system and reduce the demands on HR and education staff in relation to redeployment of ASN assistants. Furthermore, a majority of ASN assistant staff currently in post have more than 23 months service and an increasing level of knowledge and experience of the demands of the role, the Education service wishes to retain this skill base as to ensure provision of high quality support for children and young people. Therefore, a group of appropriate representatives from the ASN Review group will be convened in October and November 2016 to undertake a further the revised ASN assistant allocation process.

- 6.3 From August 2015, the amount of specialist time allocated to the teacher of Hearing Impairment was increased from 0.6FTE to 1.0FTE to reflect the increase in the number of children with hearing impairment. This is having a significant impact on the Education Service's capacity to meet the needs of over 70 children with hearing impairment in the authority area.
- 6.4 Across the session 2015-16, there was a consolidation of management time for the Area Principal Teachers (APTs) who have an overview of additional support needs and GIRFEC across the authority areas. This allowed maximum time to be spent on supporting schools in these roles with Area Principal Teachers the first point of contact for head teachers and Education Officers on matters relating to ASN and GIRFEC. During session 2015-16 and throughout session 2016-17, Area Principal Teachers will continue to receive relevant and timely training to develop their role as GIRFEC advisers.
- 6.5 Further work will continue in session 2016-17 to consolidate APT management time to provide support to schools in each of the 4 authority areas and develop closer links with the Education Officers in those areas.
- 6.6 In keeping with the areas of policy development identified by the ASN Review Group, two working groups were established to develop policy guidelines on Staged Intervention and Highly Able Pupils in June 2015. Staged intervention is at the core of how the Education Service responds to need. A clear and explicit overarching policy framework is essential to effective intervention to meet needs and is the cornerstone of all ASN interventions. The staged Intervention framework was presented to head teachers in February 2016 and the Highly Able Pupils guidelines was adopted by the Education Service in August 2016.
- 6.7 In October 2015, two further working groups were established to consider the areas of Learning Centres and Looked After Children (LAC). Learning Centres are located within mainstream educational establishments which provide greater individualised support for children and young people with more severe additional support needs and this working group is currently considering consistency of operational practice across the Authority area. The LAC group is a multi-agency group with representation from Social Work, LAC champions and the Centre for Excellence for Looked After Children in Scotland (CELCIS) based within Strathclyde University which researches and advises on the issue of Looked After Children. The group is consolidating operational practice to ensure improved outcomes for looked after children in Argyll and Bute including;
- An outline of the legal framework in relation to corporate parenting, the delivery of the National Improvement Framework to close the attainment gap;
 - The role of Social Work in supporting looked after children;
 - The need for appropriate planning to meet the education needs of looked after children, and

- The need for an effective monitoring and tracking system to maximise attainment of looked after children.

6.8 A Learning Centre working group was established to examine the role and purpose of Learning Centres and to look at;

- Admissions criteria;
- Training needs of staff;
- Equity of provision, and
- The role and purpose of Parklands School in Helensburgh and the wider authority area.

The working group produced its provisional recommendations in June 2016, including are currently being considered by the ASN Manager.

6.9 Once the recommendations from these groups have been fully considered and agreed, the ASN Review Group will be recalled to consider and agree future areas of policy development for session 2016-17. Areas for consideration include ;

- Updating the Education Service child protection guidelines, and
- the support provision for vulnerable groups such as interrupted learners, young carers and gypsy travellers.

6.10 A further area of future discussion by the ASN Review Group will be a consideration of the most effective use of peripatetic Support Teachers. These are groups of teachers in each geographical area who are deployed to provide teaching support to children with additional support needs with the necessary flexibility to support the highest priority pupils. However, there requires to be a review of the effectiveness of the current model. It is likely that this area will be considered after the review of the allocation of ASN assistants.

6.11 As part of this wider work across Education and whilst taking account of Service Choices wider consideration requires to be given to the development of this area of service redesign will be carefully considered over the course of session 2016/2017 support a more generic post of general assistant.

7.0 CONCLUSION

7.1 The ASN Review has allowed a consultative forum to be established from which decisions can be made around policy, practice and budgetary matters. Work over the last 18 months has delivered an ongoing rationalisation of the ASN framework within Argyll and Bute and consolidation of the ASN budget.

7.2 The work arising from the decisions of the ASN Review group to date have allowed the development of a modern policy framework for ASN which

acknowledges recent developments in legislation and practice. This will increase the capacity of Education staff to meet the existing and additional duties of the ASN legislative framework and allow for more consistent practice and effective interventions to address the needs of children with additional support needs.

8.0 IMPLICATIONS

- 8.1 Policy: The report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training maximises Opportunities for All).
- 8.2 Financial: The delivery of additional support to meet the identified needs of children and young people has considerable financial implications which will continue to be addressed during FY2016-17 and beyond.
- 8.3 Legal: The Council has a responsibility to discharge its obligations in relation to education legislation, as prescribed in the legislative framework outlined in this paper, and in doing so seek to do this to a high standard.
- 8.4 Personnel: The service costs are predominantly in relation to staff costs. Recommendations will take full account of all personnel implications and close working with HR is required.
- 8.5 Equalities: In meeting the additional support needs of individual children and young people there is a requirements to be aware of the provisions within The Equality Act 2010.
- 8.6 Risk: Failure to address any issues arising from the completed review presents potential legal, financial, equalities and reputational risks to the council.
- 8.7 Customer Service: Failure to address the legislative framework for Additional Support Needs may result in challenges to the Education Service.

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES: EDUCATION****8 SEPTEMBER 2016**

EDUCATION DIGITAL LEARNING AND TEACHING STRATEGY UPDATE

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to update the Community Services Committee on the development of a Digital Learning Strategy for Scotland which was scheduled for publication in Spring 2016. The final Digital Learning and Teaching Strategy is now scheduled for publication in September 2016. Following the publication of the national document Argyll and Bute Education Service will establish a strategy to ensure that all learners will have access to appropriate technology to help them to realise their potential and explore skills for lifelong learning. In responding to the delayed publication of the Digital Learning Strategy for Scotland it is proposed that an Argyll and Bute Digital Learning Strategy is prepared for publication in January 2017.

The Scottish Government launched a consultation document which outlined a vision and areas for focus which will lead to the development of the National Digital Learning and Teaching Strategy for Scotland. Argyll and Bute Education Service have created a summary of this consultation which will form the basis of the Argyll and Bute Digital Learning Strategy

2.0 RECOMMENDATIONS

- 2.1 It is recommended that Community Services Committee:
- Note that Argyll and Bute Education Services continues to utilise learning technologies in a range of ways to deliver the curriculum across all of our educational establishments;
 - Note the outcomes from the consultation document which will inform the final National Digital Learning and Teaching Strategy for Scotland to be published September 2016, and
 - Note that Argyll and Bute Education Service are undertaking a full review, along with partners, of the current strategy to produce A Digital Learning Strategy for Argyll and Bute in line with the National Strategy. This strategy will be published January 2017, and
 - Community Services Committee request Education bring the digital learning strategy to a future meeting.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES: EDUCATION

8 SEPTEMBER 2016

EDUCATION DIGITAL LEARNING AND TEACHING STRATEGY UPDATE

3.0 INTRODUCTION

- 3.1 The main purpose of this report is to update the Community Services Committee on the development of a Digital Learning Strategy for Scotland which was scheduled for publication in Spring 2016. The final Digital Learning and Teaching Strategy is now scheduled for publication in September 2016. Following the publication of the national document Argyll and Bute Education Service will establish a strategy to ensure that all learners will have access to appropriate technology to help them to realise their potential and explore skills for lifelong learning. In responding to the delayed publication of the Digital Learning Strategy for Scotland it is proposed that an Argyll and Bute Digital Learning Strategy is prepared for publication in January 2017.

The Scottish Government launched a consultation document which outlined a vision and areas for focus which will lead to the development of the National Digital Learning and Teaching Strategy for Scotland. Argyll and Bute Education Service have created a summary of this consultation which will form the basis of the Argyll and Bute Digital Learning Strategy.

4.0 RECOMMENDATIONS

- 4.1 It is recommended that Community Services:

- Note that Argyll and Bute Education Services continues to utilise learning technologies in a range of ways to deliver the curriculum across all of our educational establishments;
- Note the outcomes from the consultation document which will inform the final National Digital Learning and Teaching Strategy for Scotland to be published September 2016, and
- Note that Argyll and Bute Education Service are undertaking a full review, along with partners, of the current strategy to produce A Digital Learning Strategy for Argyll and Bute in line with the National Strategy. This strategy will be published January 2017, and
- Community Services Committee request Education bring the digital learning

strategy to a future meeting.

5.0 DETAIL

5.1 Digital technology is embedded in all aspects of modern life. Outside of our schools, children, young people and adults alike have access to technologies today that are transforming how they connect, share, work and play in innovative and exciting ways.

Argyll and Bute Education Services continue to support learning technologies as an important feature of the delivery of high quality learning and teaching.

The Scottish Government is planning a number of key curriculum developments which will require teachers and learners to be confident and competent in the use of technology. Argyll and Bute schools, teachers and pupils in responding to this ambition will require the necessary skills and knowledge to equip them to embrace any changes.

Argyll and Bute Education Services have been delivering learning technology across the curriculum through the following vision:

Argyll and Bute will be a 21st Century learning community whose learners are prepared to excel in a complex, interconnected changing world. To this end:

- We will ensure access to appropriate digital tools and resources to meet the needs of all learners;
- We will be adaptable and flexible in response to evolving and emerging technologies;
- We will promote the understanding of safe, legal and ethical use of digital information and technology, and
- We will support our staff in developing the skills they need to help pupils learn in a digital society.

5.2 Since the last paper presented to Committee in December 2015 Argyll and Bute Education Services work in digital learning and teaching has included:

Bring Your Own Device – A project at Oban High School allowing S4, S5 and S6 learners to bring their own tablets or smartphones and access the network to support their learning. Evaluation has concluded that network security and the range of devices learners were bringing to school made it difficult to use the devices in class to enhance learning. For example, the pupil devices were not able to connect to school servers where pupils could access their work and printers. As a result a decision has been made not to continue with this work at present. Pupils continue to access the internet and the school is continuing to encourage sensible use of smartphone technology to enhance the learning within subject areas.

Lync project – A Lync pilot is taking place with Campbeltown Grammar, Islay High and Tarbert Academy. Lync has also been installed in feeder Primaries, Gigha, Clachan, Keills and Small Isles.

There are plans to progress a curriculum delivery project in Mid Argyll over session 2016/2017. It is planned to start with senior pupils working together across schools on a project or unit.

It is anticipated that Lync will bring a number of advantages to the pilot schools, particularly to schools with shared headships such as Keills and Small Isles to promote cluster working. This will include:

- Support staff across both schools could work smarter, sharing resources and working on document;
- The Head teacher would be able to have conference calls with the management team from both schools whilst ensuring that there was a member of the management team in both schools, and
- Sharing and working on documents live between management team, clerical staff, support staff and pupils (Pupils in smaller peer groups would benefit greatly from being able to work with a pupil from another school - they would be able to share work, peer assess etc.)

Following the conclusion and evaluation of the Mid Argyll pilot project Education will be in a position to make a recommendation on future rollout plans. Should the recommendation be to proceed with rollout then a robust business case will be produced and submitted for consideration.

Domain Extension – Gigha, Clachan, Keills and Small Isles

Primaries have been successfully migrated onto the new domain. The project is now in the main roll-out to the remainder of the Primaries, this is restricted by the school summer closures however where possible work is continuing during the summer break.

The domain extension project will allow primary schools to experience similar benefits to secondary colleagues. Schools connected to the new Education Domain have noted the following advantages:

- Staff data will be more secure e.g. pupil reports, records;
- VPN access can be setup to allow staff to work securely from home;
- Data stored on the network drives will be backed up automatically overnight centrally by IT;
- Ability to retrieve work securely on any PC;
- PC updates can be carried out remotely by IT staff;
- Much larger storage per Staff email account - from existing 10Mb or 50Mb to the new standard capacity of 500Mb;
- Access to shared calendars / SharePoint within a school or between schools and also shared network folders;
- Improved Anti-Virus protection, and
- Restricted access to computer settings will prevent Pupils or Staff inadvertently changing network settings therefore assuring the PC stays operational and available on the network.

Primary iPads and literacy – There have been projects in Colgrain Primary School and St Columba's Primary School to raise attainment in literacy through the use of iPads. Education Psychology staff worked with the schools using a range of measures to assess not only attainment but also levels of motivation and engagement. There has been measurable improvement in motivation and engagement of learners in Colgrain Primary. In St Columba's Primary reading ages have increased by more than would have otherwise been expected. Building on this work there are plans to undertake further projects in aspect of both literacy and numeracy using tablet devices to further explore the potential for raising attainment and closing the gap. This work will be planned in collaboration with Education Psychology staff in session 2016/17.

Technology Showcase - On Saturday 7 May 2016 around 300 primary pupils from across Helensburgh and Lomond attended a technology showcase event with parents.

The aim of the event was to help equip young people with the necessary skills and knowledge to turn computing ideas into concepts, showcase what can be created through technology and provide additional exciting computer science related learning opportunities.

The event started with presentations on employment opportunities in the technology sector from industry experts.

Pupils from local schools expertly led 9 workshops which included an opportunity for participants to get hands with the technology. The pupils delivered outstanding presentations and engaging workshops for a range of new and exciting technologies.

The workshops included:

- Raspberry Pi - Kilcreggan
- Project Spark - Cardross
- Kodu - Rosneath
- Robotics - Arrochar
- App development and BBC Micro:Bit - Colgrain
- Animations – Hermitage Primary
- Green Screen - JLB
- Drones - St Joseph's
- Lego WeDO 2.0 – Rhu and Garelochhead

A short video has been produced of this event - <https://vimeo.com/171590459>.

GLOW - Work has been undertaken to promote the use of Glow in the Helensburgh area. This has included staff training, work with pupils in class and twilight training. During this time there has been an increase in the number of logins from HALCO schools. Further work will be undertaken to evaluate impact of this work.

- 5.3 The Scottish Government launched in September 2015 a consultation document which outlined a vision and areas for focus which will lead to the development of a National Digital Learning and Teaching Strategy for Scotland.

Response to this consultation document have been summarised in (appendix 1).

The final Digital Learning and Teaching Strategy is now scheduled for September 2016. After the publication of the final document Argyll and Bute Education Service will review current practice and establish a strategy to ensure that all learners will have access to appropriate technology to help them to realise their potential and explore skills for lifelong learning. In responding to this requirement it is proposed that an Argyll and Bute Digital Learning Strategy is prepared for publication in January 2017.

- 5.4 Digital technology has the rich potential to support education in Scotland's schools in a wide variety of ways, and is vital to ensure that our children and young people are equipped with the essential digital skills they will need to flourish in the 21st century. A well-defined strategy will contribute to the embedding of digital technology in learning and teaching across the curriculum.

- 5.5 The National Digital Learning and Teaching Strategy for Scotland will build on the important work delivered to date across Argyll and Bute education establishments to support digital learning and teaching. The following key themes will focus on the full potential of digital technology whilst achieving positive educational outcomes for all.

The four key themes are:

- Empowering leaders of change to drive innovation and investment in digital technology for learning and teaching;
- Improving access to digital technology for all learners;
- Ensuring curriculum and assessment relevance in a digital context, and
- Extending the skills and confidence of teachers in the appropriate and effective use of digital technology.

6.0 CONCLUSION

- 6.1 Argyll and Bute Council's Education Service is forward looking and ambitious, continuously focused on improving the quality of learning and teaching. Achievement, raising attainment and inclusion are paramount in the continued success of digital learning. The approach to developing a Digital Learning and Teaching Strategy for Argyll and Bute will build on:

- 1) The importance that digital technology is embedded in all aspects of modern life and core to learning and teaching;
- 2) Ensuring that every child and young person has an effective and appropriate digital learning experience led by high quality Head Teachers,

- class teachers and support staff, and
- 3) That young people in Argyll and Bute are able to develop the digital skills they will need to flourish in the 21st century.

6.2 A Digital learning and Teaching Strategy for Argyll and Bute will be published in January 2017 and will be based on A Digital Learning Strategy for Scotland published in September 2016.

7.0 IMPLICATIONS

- 7.1 Policy The model for a Digital learning and Teaching Strategy for Argyll and Bute will meet the recommendations of the Scottish Government.
- 7.2 Financial The strategy will be delivered in line with the Education Services Learning Technologies Budget.
- 7.3 Legal None.
- 7.4 HR Recruitment and training to equip staff to deliver on Digital learning and Teaching Strategy for Argyll and Bute.
- 7.5 Equalities The Digital learning and Teaching Strategy for Argyll and Bute will ensure the use of learning technologies is inclusive and relevant, accountable and engages with communities.
- 7.6 Risk The availability of adequate devices, suitable bandwidth and capacity to support increased use of digital learning.
- 7.7 Customer Services None

Ann Marie Knowles
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Argyll and Bute Council
Councillor Rory Colville,
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September 2016

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APPENDICES

Appendix 1: Summary of Consultation on the development of a Digital Learning and Teaching Strategy for Scotland



Summary of Consultation on the Development of a Digital Learning and Teaching Strategy for Scotland

ARGYLL AND BUTE COUNCIL

April 2016

Background

In September 2015 the Cabinet Secretary for education and Lifelong learning launched a consultation document around the development of a National Digital Learning and Teaching Policy (Scottish Government , 2015).

As part of this process a Literature review was also commissioned and Published in November (Scottish Government , 2015).

The consultation process ran from that date till Mid December.

The consultation feedback paper was published on the 7th March.

Summary of the Consultation Document:

Who is this Policy for?

Policy makers at local and national level
Senior leaders including those responsible for ICT service management
Teachers and other practitioners
Parents and carers
Stakeholders

Vision for Digital Learning

"Scotland's educators, learners and parents take full advantage of the opportunities offered by technology in order to raise attainment, ambition and opportunities for all."

This vision is underpinned by the five Digital Learning and Teaching Objectives, which are to:

- **A Change in the Culture of the Use of Digital Technologies**
 - o Bridge the gap between home, school and the community by helping to spread existing online behaviours.
 - o Engage all learners and educators by promoting activity through user friendly systems which are cutting edge and cost efficient.
 - o Encourage sharing of materials.

- **Improved Confidence in the Use of Digital Technologies by Learners, Teachers, School Leaders and Parents**

- Build on the links between technology at home and in other aspects of our lives and take these experiences into schools to develop confidence in learning.
- School leadership is important and we will help existing and future school leaders understand the benefits of using technology to support and improve learning as well as what it means to be a responsible digital citizen.

- **The Promotion of New Pedagogies**

- Revisit models of classroom interaction and share good practice. Technology has changed how we learn – how we find information, how we interact – our classrooms and learning spaces need to more fully reflect this.
- Support teachers in identifying the benefits of using technology to improve pupil learning.

- **Increased and Strengthened Parental Engagement**

- Technology can provide a catalyst and a mechanism for improving parental engagement.
- Schools should actively be encouraging the use of social technology to communicate with parents and to share pupils' work and achievements.

- **Provision of the Best Possible Support for Hardware and Associated ICT Infrastructure**

- The Scottish Government will work closely with schools and LAs to ensure that the underlying infrastructure and supporting policy is of sufficient quality to ensure ICT can be used effectively to enhance learning and support delivery of CfE.

These are built on four Strategic Themes:

- Empowering leaders of change to drive innovation and investment in digital technology for learning and teaching
- Improving access to digital technology for all learners
- Ensuring curriculum and assessment relevance in a digital context
- Extending the skills and confidence of teachers in the appropriate and effective use of digital technology.

Analysis of Responses Summary (Scottish Government, 2015)

The final number of submissions received was 139, including 76 from group respondents and 63 from individual members of the public. The group respondents included academic and research institutes, education administrative bodies, education sector respondents, local government respondents, private sector organisations and third sector organisations.

The clear majority of respondents felt that the four themes are the right focus for the strategy. The primary focus for those expressing support was around equality of access to digital technology, and extending teachers' skills and confidence in the use of digital technology. As was also evident in relation to the strategic principles, support for the strategic themes was strongest amongst academic/research, education sector, local government and private sector respondents. Third sector respondents and individuals accounted for the majority of those who disagreed with the identified strategic principles.

Priorities for Action

1. The consultation document identified a number of priorities for action in relation to each of the four strategic themes, and invited respondents to comment on these.
2. Despite the strong support for the priorities for action set out in the consultation document, a substantial number of respondents suggested amendment or additions to these. The majority of group respondents in particular highlighted issues which they felt were not sufficiently represented by the proposed priorities for action, and/or suggested additional priorities for action. These comments and recommendations focused around a number of common areas:
 - Agreeing a broader definition of „leaders“ of change;

- The need to improve and expand digital access for learners and teachers. This included learners' access to digital technologies inside and outside educational establishments, and improvements to digital resources, bandwidth and infrastructure;
- A better definition of and greater emphasis on the core digital skills and literacies required for learners;
- The need to balance widening access to digital technologies with digital safety and security;
- A greater role for learners, and their parents and carers in digital learning and teaching
- The need for clarity around the role of digital learning and teaching in relation to curriculum design, research and assessment;
- Teacher training in digital technologies, in the context of Initial Teacher Training and Career Long Professional Learning;
- Addressing questions around resourcing and sustainability for implementation of the strategy.

Additional Themes raised

1. While respondents showed strong support across all elements of the consultation document, most highlighted points for consideration or amendment for the final strategy. These ranged from requests for further detail on specific points, to themes which were felt to require greater emphasis and suggestions for change to proposed elements of the strategy. Across these suggestions, a number of common themes emerged as having informed responses across all parts of the consultation. We highlight the key themes below.
2. Equality of access to appropriate digital technologies and infrastructure was identified as a significant factor for the successful delivery of the strategy. Respondents referred to significant variation across Scotland in learners' digital access outwith school, and to inconsistency in access to and the quality of digital technologies within educational establishments. It was suggested that failure to address inequalities in digital access could result in uneven

implementation of digital learning and teaching, potentially exacerbating inequality across education.

3. Respondents raised questions around resourcing of the strategy specifically in relation to achieving equality of digital access. Sustainability and affordability were also highlighted in relation to the resourcing required to improve leaders' understanding and skills around digital learning and teaching.
4. The importance of learners taking a central role in development and implementation of digital learning and teaching was a common theme across consultation responses. This was in relation to the need to ensure that approaches take account of how learners are using digital technologies inside and outside of educational establishments, and also recognising the insight and experience that learners have to offer in shaping digital learning and teaching.
5. The importance of engaging parents and carers was also highlighted as a significant theme for the strategy, and one which some suggested required greater emphasis. Respondents highlighted the need to ensure that parents and carers understand the value of digital technologies for their child's learning, and are equipped with the skills to support learners.
6. The role of digital learning and teaching across the curriculum also informed a range of consultation responses. This included a particular focus on developing learners digital capacity and literacy, over and above the core skills required to use digital technologies, to prepare learners for the changing requirements of society and the labour market in relation to digital skills.
7. The scope of the strategy was also highlighted across a number of specific consultation questions. This included reference to the potential value of the strategy taking greater account of experiences and learning outwith schools, and particularly in further and higher education sectors. Respondents also referenced scope for a more inclusive definition of "leaders".

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES: EDUCATION

08 SEPTEMBER 2016

PARENTAL INVOLVEMENT STRATEGY PAPER

1.0 EXECUTIVE SUMMARY

1.1 The purpose of this report is to provide for consideration a copy of the Education Service revised Parental involvement Strategy. This revised Strategy has been developed in consultation with Head Teachers and Parent Councils.

2.0 RECOMMENDATIONS

2.2 The Report recommends that the Community Services Committee:

- a. Endorse the revised Parental Involvement Strategy
- b. Note the continued commitment of the Education Service to enhance and further develop opportunities for parental involvement in all of our schools
- c. Agree the publication of this revised Parental Involvement Strategy.

2.3 Subject to agreement the final report will be available to view on Argyll & Bute Council website https://www.argyll-bute.gov.uk/sites/default/files/parental_involvement_strategy.docx

PARENTAL INVOLVEMENT STRATEGY PAPER

3.0 INTRODUCTION

3.1 The purpose of this report is to provide for consideration a copy of the Education Service revised Parental involvement Strategy. This revised Strategy has been developed in consultation with Head Teachers and Parent Councils.

4.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a. Endorse the revised Parental Involvement Strategy
- b. Note the continued commitment of the Education Service to enhance and further develop opportunities for parental involvement in all of our schools
- c. Agree the publication of this revised Parental Involvement Strategy.

5.0 DETAIL

5.1 Our Parental Involvement Strategy sets out how the Education Service will support schools to help parents to become involved in their child's education within the context of the **Scottish Schools [Parental Involvement] Act 2006**, **the National Improvement Framework for Scottish Education** and the **Education (Scotland) Act 2016**.

5.2 The **Scottish Schools (Parental Involvement) Act 2006** published in May 2006 is about improving the involvement of parents in their own child's education and in the life of the school.

- It aims to help parents to be:
 - Involved with their child's education and learning
 - Welcomed as an active participant in the life of the school
 - Encouraged to express their views on school education generally
 - Able to work in partnership with the school

5.3 The **National Improvement Framework for Scottish Education** sets out the Scottish Government's vision and priorities for our children's progress in learning. It aims to improve and increase the ways in which parents and families can engage with teachers and partners to support their children and increase the voice of parents in leading improvements with schools.

- 5.4 The **Education (Scotland) Act 2016** makes provision in relation to school education about priorities, objectives and reducing pupils' inequalities of outcome.
- 5.5 The purpose of this Strategy is to improve attainment by promoting the engagement of parents in the education of their child.
- 5.6 Research consistently demonstrates that where parents are involved with their children's education and learning, both at home and in partnership with the school, their children do better and achieve more. These benefits can be long-lasting and extend to better health, better relationships and improved employment prospects.
- 5.7 Parents have a key role as prime educators and carers of their children. By working in partnership, schools and parents can develop children's attitudes to learning, helping to ensure that children achieve their full potential. This partnership working will also provide schools with a clearer understanding of children's home circumstances and personal achievements.
- 5.8 Effective parental involvement support helps parents to understand what their children are learning, how well they are doing and how they can support learning in the home environment. Good communication will allow schools and parents to respond quickly and effectively to emerging issues and concerns.
- 5.9 A number of actions will be undertaken during Session 2016- 2017. These are:
- Draft policy issued to Head Teachers – August 2016
 - Consultation with Parent Councils. This will include an opportunity for an area meeting with Parent Council Chairpersons and central education staff – August – September 2016
 - Feedback on consultation to the Authority – October 2016
 - Schools should review their own strategies for promoting and encouraging parental engagement based on the Authority's revised Strategy – December 2016
 - The revised framework for reporting on the standards and quality within schools should include a requirement to report on parental engagement and involvement and the outcome and impact for learners – June 2017
 - Specific reporting on parental engagement across the authority areas should be included in the annual reports to Area Committees – June 2017
 - Annual parent Council Chairpersons meetings to be convened – January 2017 – June 2017.

6.0 CONCLUSION

- 6.1 This Parental Involvement Strategy will enable parents, schools and the Education Service to work together in a more effective manner.
- 6.2 Through working together and the sharing of knowledge, parents, schools and the Education Service will be able to help support children to reach their full potential.

7.0 IMPLICATIONS

- 7.1 Policy - This report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training Maximises Opportunities for All).
- 7.2 Financial - None
- 7.3 Legal – Meets the statutory requirements as prescribed by the Scottish Schools (Parental Involvement Act) 2006 and the Education (Scotland) Act 2016.
- 7.4 HR - None
- 7.5 Equalities - None
- 7.6 Risk - The performance of Education in Argyll and Bute can significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in.
- 7.7 Customer Service - This report provides elected members with an overview of Service Performance.

Ann Marie Knowles
Acting Executive Director of Community Services

Councillor Rory Colville
Policy Lead for Education and Lifelong Learning
04 August 2016

For further information contact:

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APPENDICES

- Appendix 1
- Appendix 2



PARENTAL INVOLVEMENT STRATEGY



June 2016

Draft

INTRODUCTION:

National Context

Our Parental Involvement Strategy sets out how the Education Service will support schools to help parents to become involved in their child's education. This is within the context of the **Scottish Schools [Parental Involvement] Act 2006**, the **National Improvement Framework for Scottish Education** and the **Education (Scotland) Act 2016**.

The **Scottish Schools (Parental Involvement) Act 2006** published in May 2006 is about improving the involvement of parents in their own child's education and in the life of the school.

- It aims to help parents to be:
 - Involved with their child's education and learning
 - Welcomed as an active participant in the life of the school
 - Encouraged to express their views on school education generally
 - Able to work in partnership with the school

The **National Improvement Framework for Scottish Education** sets out the Scottish Government's vision and priorities for our children's progress in learning. It aims to improve and increase the ways in which parents and families can engage with teachers and partners to support their children and increase the voice of parents in leading improvements with schools.

The **Education (Scotland) Act 2016** makes provision in relation to school education about priorities, objectives and reducing pupils' inequalities of outcome.

Local Context

In Argyll and Bute we recognise that parents, carers and families are the most important influences on children's lives and value greatly the contribution that parents and other family members make in supporting their children's learning, both at school and at

home. The promotion of parental involvement and partnership working is therefore a key priority within Education Services.

Our Children, Our Future (Argyll and Bute's Education Vision and Strategy) confirms our aspiration to ensure that Argyll and Bute is the best place in Scotland for our children to grow up.



Our vision is underpinned by our values: **respect**, **openness** and **fairness** and will be delivered for all our children through the following 6 key objectives.

Raise educational attainment and achievement for all

Use performance information to secure improvement for children and young people

Ensure children have the best start in life and are ready to succeed

Equip young people to sustain positive destinations and achieve success in life

Strengthen partnership working and community engagement

Strengthen leadership at all levels

Supported by these objectives this Parental Involvement Strategy will enable parents, schools and the Education Service to work together in a more effective manner.

Through working together and the sharing of knowledge, parents, schools and the Education Service will be able to help support children to reach their full potential.

Within this document the term 'parent' includes:

- *guardians*
- *any person who is liable to maintain or care for a child or young person or*
- *any person who has parental responsibilities for a child or young person.*

BACKGROUND

The **Scottish Schools [Parental Involvement] Act 2006**, placed duties on Education Authorities, aimed at helping all parents to be involved with their child's education.

These duties require the Authority to:

- Promote the involvement of parents in their own child's education, in school and at home, and in the education provided by a school to its pupils generally
- Prepare a 'strategy for parental involvement'
- Promote the establishment of Parent Councils and support the running of Parent Councils by giving advice and information when requested
- Ensure that advice and information is given to any parent relating to the education of their child when it is requested
- Involve a Parent Council in the appointment of a Head or Depute Head Teacher to their school
- Have a procedure for handling complaints relating to these duties.

In terms of the Act, every parent of a child at school is automatically a member of that school's Parent Forum. The Parent Forum is entitled to be represented by a Parent Council established for that school.

PURPOSE OF THE STRATEGY

The purpose of this Strategy is to improve attainment by promoting the engagement of parents in the education of their child.

Research consistently demonstrates that where parents are involved with their children's education and learning, both at home and in partnership with the school, their children do better and achieve more. These benefits can be long-lasting and extend to better health, better relationships and improved employment prospects.

Parents have a key role as prime educators and carers of their children. By working in partnership, schools and parents can develop children's attitudes to learning, helping to ensure that children achieve their full potential. This partnership working will also provide schools with a clearer understanding of children's home circumstances and personal achievements.

Effective parental involvement support helps parents to understand what their children are learning, how well they are doing and how they can support learning in the home environment. Good communication will allow schools and parents to respond quickly and effectively to emerging issues and concerns.

KEY PRINCIPLES

Five key principles are identified in the successful delivery of our Parental Involvement Strategy. These are:

- **Parental Influence**
- **Inclusion**
- **Partnership**
- **Communication**
- **Participation**

Parental Influence

Parents and families are the most important influence on their children's attitudes, behaviour and achievement, and effective parental involvement will support this influence in a positive way.

Inclusion

Parental involvement and consultation should be inclusive and encourage participation by all parents.

The **Getting it Right for Every Child (GIRFEC)** approach ensures services focus on the needs of the individual child using early intervention, information sharing and child-centred planning to identify appropriate service support at a local level.

Partnership

Parents, carers, pupils and staff are partners in the education process, each with a distinctive role to play. Mutual trust and respect should underpin all aspects of parental involvement.

The Education Service will work with all partners to ensure a range of universal and targeted services are available to meet the needs of children.

Effective co-operation is promoted between home and school to support pupil's learning and allow potential difficulties and opportunities to be identified at an early stage.

Communication

Parents should be able to communicate openly and effectively with schools and the Education Service. All parents should feel that they are valued and listened to and that their opinions are taken into account.

Information should be timely and appropriate. Parents can access information about the Education Service and the education of their children easily. Consultation allows parents to be directly involved in setting the priorities for the service and shaping future service delivery

Participation

Effective parental involvement acknowledges that parents have skills that they can contribute actively and effectively in a number of ways:

- supporting children's learning at home
- participating in learning and teaching at school, e.g. through volunteering to help in school activities and fundraising
- participating in discussion and decision-making at school, e.g. in a school's Parent Council or Parent Teacher Association; in raising issues as a member of the Parent Forum; or through responding to parent consultations
- promoting collaboration with partner agencies

HOW WILL THIS STRATEGY BE IMPLEMENTED?

This Strategy will be implemented across all schools and early years' establishments. However, it is recognised that approaches to parental involvement will be different in

individual establishments. The strategies used by establishments will reflect the needs of their school community.

To ensure the successful implementation of this Strategy it is important that:

- Parents are active participants in their child's learning and that they are provided with opportunities to work with the school to support their child in achieving their full potential.
- Head Teachers are supported in implementing this strategy.
- Head Teachers encourage and develop good relationships with parents and take cognisance of the strategies when developing School Improvement Plans.
- The Education Service recognises the vital role that parents play in supporting children's learning and is committed to fostering positive relationships with parents.

Learning at Home, in the Community and at School

Parents need appropriate information and support to enable them to develop their child's learning at home, in the community and at school. This will enhance parental confidence, skills and aspirations to become further involved in supporting their child's education from early years to the end of secondary school.

At various stages of their child's education journey the information required by parents will change.

Parents are entitled to:

- Information on their child's progress in nursery, primary and secondary school
- Opportunities across the year, to formally and informally discuss their child's progress and development
- Access to a range of methods of communication – written, verbal and electronic to ensure they are able to fully access the information
- Access to being involved in supporting their child's education and the wider life of the school through partnership working
- Access to the help and advice required to support their child's education both within school but also through access to other agencies as appropriate to need.
- Opportunities to be involved in groups which represent the parent community e.g. Parent Council groups, parent focus groups, other community related groups
- Consultation on the educational arrangements for their child

Parental Representation

The **Parental Involvement Act (2006)** provides a framework for ensuring that parents have the opportunity to express their views and have these taken into account on policy and practical matters affecting the education of their children. It states that all parents are members of the Parents Forum at a school and can have their views formally represented to the school, Education Service and others through a representative Parent Council for the school. Views can be represented by telephone, in writing, by e-mail or in person through the school.

Best Practice in Parental Engagement

The following characteristics would be evident in a school setting with excellent practice in relation to family learning.

- Targeted support is given to those families identified as having single or multiple needs that are having an impact on their health and well-being development and/or learning
- Families have regular opportunities to discuss their learning with staff and set targets for next stages
- Families are well supported to plan opportunities for personal achievement
- Learning targets are in place specific to the family as a whole and as individual learners, built on prior learning and development and with them clearly at the centre of planning
- Parents/ carers are supported to actively and meaningfully engage in their children's learning and life at school and any barriers to this occurring are reduced through the entitlements met by the Education Service.

Possible Barriers to Parental Engagement

The Education Service will strive to address any barriers to parental engagement.

We need to create genuine opportunities for parental engagement. Parents should routinely be invited to participate in all working groups and not just those which would have been considered traditionally to be within the parental sphere of interest – uniform, homework etc. Schools need to build relationships based on confidence and trust in order to fully engage the potential of parents.

This will be achieved through:

- Awareness of the impact of time constraints on busy parents /carers

- Supporting parents with additional support needs to attend school meetings and ensuring alternative means of communication where possible
- Encouraging parents to attend meetings / consultations with a support person where they find it difficult to attend alone
- Identifying parents who have economic needs that restrict engagement
- Providing interpreting and translation services to help communication with parents whose first language is not English
- Actively encouraging parents of 'Looked after Children' to play their part in supporting parental engagement
- Ensuring diverse groups are not discriminated on the grounds such as race, gender, faith, age or disability
- Encouraging and supporting non-custodial parents and parents without parental responsibilities within the limits set out by law
- Monitor closely attendance at Parents Evenings and other school events and follow –up non-attendees
- Target disengaged parents and invite them to meet with appropriate staff in a relaxed setting

ROLES, RIGHTS AND RESPONSIBILITIES

The **Head Teacher** is at the core of this Strategy and will:

- Set an appropriate tone by welcoming all parents to the school, by being receptive to parental input and by listening to parents
- Be accessible and visible to all parents
- Ensure that communication with parents is excellent, using a wide range of methods including website, text messages, Facebook and Twitter
- Work closely with the Parent Council to improve parental involvement in the school
- Regularly consult all parents and demonstrate action as a result of parental feedback

The key relationship here is between **teachers and parents** working together at school level.

Parents are expected to:

- Endeavour to create a relationship of mutual respect between home and school
- Support the school by ensuring that their children attend and follow the school dress code

APPENDIX 1

- Encourage their children to fully engage with learning in school and at home – in particular, check that homework is being completed
- Keep the appropriate members of school staff informed of any factors which may impact upon their child's progress or wellbeing
- Attend school events, especially Parents Evening
- Respond to consultation on the work of the school and contribute positively to decision- making.
- Respect the professional judgements of staff in relation to the progress of their child's learning.

Any comments or questions in respect of this Strategy please contact:

Fiona Johnston

Education Officer

Argyll House

Alexandra Parade

Dunoon

PA23 8AJ

This Strategy will be reviewed in March 2018.

APPENDIX 1

Parental Involvement Strategy
Actions 2016 - 2017

Action	Timescale	Responsibility
Draft policy issued to Head Teachers	August 2016	Education Officer – Parental Involvement
Consultation with Parent Councils	August – September 2016	Head Teachers
Feedback on consultation to Authority	October 2016	Head Teachers
Schools should review their own strategies for promoting and encouraging parental engagement based on the Authority's revised strategy.	December 2016	Education Officer – Parental Involvement
The revised framework for reporting on the standards and quality within schools should include a requirement to report on parental engagement and involvement and the outcome and impact for learners.	June 2017	Education Manager – Performance and Improvement Head Teachers Education Officers
Specific reporting on parental engagement across the authority areas should be included in the annual reports to Area Committees.	June 2017	Education Officers Head Teachers
Annual area parent council chair persons meetings to be convened.	January – June 2017	Education Officers Head Teachers

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APPENDIX 2 – Checklist for Schools

Strategies to Improve Learning at Home and Home/ School Partnerships

What we do	How we do it
We encourage our Parent Council to gather and represent the views of our Parent Forum. This supports us in the development of our policy in relation to parental engagement, home learning and home/school partnerships	
We support an inclusive approach and, recognising the diversity of our parents, use a range of ways to encourage parental involvement.	
All staff in our school are committed to securing the involvement of parents/carers in their own child/children's education both in school and at home and offer support and encouragement.	
We will improve our information and advice on the curriculum by ensuring our website and parental information gives clear guidance on curriculum areas and content, including homework.	
We will support parents to review and enhance the learning environment at home to improve homework completion and quality as well as motivation and effort at school.	
We will offer workshops/ seminars for parents that address areas such as literacy / numeracy or health and well-being and how children learn.	
We will work with partners to develop consultation processes that build genuine home/ school partnerships.	
We will work with parents to ensure those with specialist knowledge or skills can be involved within particular educational contexts e.g. a parent literacy champion could be identified and work with staff and parents to improve literacy across a primary school.	
In line with strategies relating to Developing Scotland's Young Work Force and as part of wider curriculum links, we will develop business and community links that help strengthen parental engagement.	
As part of our annual standards and quality reporting, we will report on the overall progress,	

review the success of our parental engagement and describe the impact and outcomes for our learners.	
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ARGYLL AND BUTE COUNCIL

**COMMUNITY SERVICES
COMMITTEE**

COMMUNITY SERVICE: EDUCATION

8 SEPTEMBER 2016

SKIPNESS PRIMARY SCHOOL

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to present to Community Services Committee the current situation of Skipness Primary School and asks members to agree to the recommendations outlined.

2.0 RECOMMENDATIONS

The Report recommends that Community Services Committee agree that:

- a) Skipness Primary School discontinue as a school on a temporary basis and that the building be retained for two years on a care and maintenance basis
- b) If there are no registered pupils by the commencement of session 2018/19, the school be considered for formal closure through the statutory process
- c) The community will have prearranged access to the building to promote community functions.

ARGYLL AND BUTE COUNCIL

**COMMUNITY SERVICES
COMMITTEE**

COMMUNITY SERVICE: EDUCATION

8 SEPTEMBER 2016

SKIPNESS PRIMARY SCHOOL

3.0 INTRODUCTION

3.1 As from August 2016 there will be no pupils in Skipness Primary School. There are no pupils projected to attend the school in the next few years. There are no registered preschool age children in the catchment area for the school.

4.0 RECOMMENDATIONS

It is recommended that the Community Services Committee agree that:

- a) Skipness Primary School discontinue as a school on a temporary basis and that the building be retained for two years on a care and maintenance basis
- b) If there are no registered pupils by the commencement of session 2018/19, the school be considered for formal closure through the statutory process
- c) The community will have prearranged access to the building to promote community functions.

5.0 DETAIL

5.1 It is proposed that the Skipness Primary School building be retained on a care and maintenance basis until June 2018.

5.2 If there are no registered pupils by the beginning of session 2018/19, that the school be considered for formal closure through a statutory public consultation in accordance with the Schools (Consultation) (Scotland) Act 2010.

5.3 The roll in Skipness primary has declined over the last few years and as of August 2016 there were no pupils in the school.

5.4 All Members of staff from Skipness Primary School have either been redeployed in other posts within the authority or accepted redundancy.

- 5.5 In the event of a school age pupil moving to live within the catchment area for Skipness Primary School and seeking to attend this school the present situation is that the school would require to re-open at the next appropriate session.

6.0 CONCLUSION

- 6.1 Skipness Primary School will discontinue as school on a temporary basis as at the start of school session August 2016 and will be retained until June 2018 on a care and maintenance basis.

7.0 IMPLICATIONS

7.1 Policy

7.2 Financial

7.3 Legal There is a requirement to comply with the Schools (Consultation) (Scotland) Act 2010 when considering any proposal in relation to a school.

7.4 HR

7.5 Equalities

7.6 Risk

7.7 Customer Service

Ann Marie Knowles
Acting Executive Director of Community Services
Argyll and Bute Council

Councillor Rory Colville
Policy Lead for Education and Lifelong Learning
8th September 2016

For further information contact:

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES****8 SEPTEMBER 2016**

STRATEGIC HOUSING INVESTMENT PLAN 2017/18 - 2021/22

1.0 EXECUTIVE SUMMARY

- 1.1 The current Argyll and Bute Strategic Housing Investment Plan 2015-2020 (SHIP) was approved in November 2014; and all local authorities are required to submit updated SHIPs every two years with the next submission due on 30th November 2016. The Scottish Government issued revised guidance in July 2016 to assist local authorities in the preparation of their SHIPs, which will cover the period 2017/18-2021/22.
- 1.2 This paper summarises the proposals for the revised SHIP, in line with statutory requirements and the latest guidance. It also highlights progress with the previous SHIP and the outputs achieved over the last five years.
- 1.3 In 2015/16, the SHIP delivered 54 new homes (a number of key projects having been subject to slippage due to infrastructure constraints or contractor issues) and this brought the cumulative 5 year total to 554, thus successfully delivering the Local Housing Strategy target of 550 new affordable homes by 2016. The revised SHIP identifies potential for over 850 additional homes to be completed or approved over the next five years.
- 1.4 As well as addressing unmet local need and contributing to national targets, the benefits of the proposed programme are manifold: it will generate additional investment in the local economy, supporting additional jobs including new apprenticeships in the construction sector and associated labour market; it will stimulate community regeneration and sustainability; it will help to attract and retain residents and employees for local businesses; it will encourage movement within, and more effective operation of, the local housing system; it will also contribute to improving general health and well-being; and more pragmatically the new homes will also generate additional Council tax revenue.

1.5 RECOMMENDATION

It is recommended that the Community Services Committee:

- (i) Notes the positive progress with the SHIP 2011-2016;
- (ii) Approves the proposals summarised in the report; and
- (iii) Recommends to Council that the proposals summarised in the report form the basis of the submission to the Scottish Government in November 2016

STRATEGIC HOUSING INVESTMENT PLAN (SHIP) 2017/18 – 2021/22

2.0 INTRODUCTION

2.1 This paper provides a summation of the previous SHIP programme over 2011-16, and seeks committee approval to submit the revised Strategic Housing Investment Plan 2017/18 – 2021/22 to the Scottish Government in November 2016. The SHIP sets out how investment in subsidised affordable housing will be prioritised and delivered over a five year period.

2.2 The SHIP itself is a continuous, iterative process: individual projects are subject to a variety of factors which can lead to slippage or revision; and the overall programme requires constant monitoring. Formal updates are required every two years, and in the interim years a Strategic Local Programme Agreement (SLPA) between the Council and the Scottish Government provides the framework for ongoing developments.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee:

- (i) Notes the positive progress with the SHIP 2011-2016;
- (ii) Approves the proposals summarised in the report; and
- (iii) Recommends to Council that the proposals summarised in the report form the basis of the submission to the Scottish Government in November 2016

4.0 DETAIL

4.1 **Purpose of the SHIP.** Local authorities are required to submit a Strategic Housing Investment Plan (SHIP) to the Scottish Government every two years. The purpose of the SHIP, as defined in revised guidance issued in July 2016, is to:

- Set out investment priorities for affordable housing
- Demonstrate how these will be delivered
- Identify the resources required to deliver these priorities
- Enable the involvement of key partners

In preparing the SHIP, local authorities are encouraged to consider the range of mechanisms available, including those from the Scottish Government, from Councils' own programmes, and other sources; and to roll forward and update material from the existing SHIP as appropriate.

- 4.2 The SHIP is intended to be a succinct document which should include short statements on *all* of the following;
- That the priorities listed are consistent with the Local Housing Strategy (LHS) and any subsequent updates;
 - A summary of the methodology used to prioritise projects;
 - That beyond securing funding, any other development constraints will have been resolved by the estimated site start date;
 - The level of consultation undertaken with RSLs and other stakeholders in developing the SHIP;
 - That the projects will maximise the opportunities for energy efficiency and reduction of fuel poverty;
 - Details of how the process for identifying funding adaptations is being progressed through Health and Social Care Partnerships;
 - A summary table showing the total investment noted and planned in the SHIP from all sources broken down by year and programme/mechanism.
- 4.3 **Programme Process: SHIPs and the SLPA.** The SHIP tables provide the basis for the development of Strategic Local Programme Agreements (SLPAs) between local authorities and the Scottish Government. The SLPA sets out the programme of housing projects that will be funded over the next 3 years and will be reviewed and updated annually to ensure delivery remains on track. Local authorities are required to engage and consult with all delivery partners on proposals and priorities for SHIPs and SLPAs. Following submission, the local authority approved SHIP will be used by the Scottish Government to draft an SLPA for discussion with all local delivery partners and for final agreement with the Council.
- 4.4 Once agreed, the SLPA will form the basis of individual RSL and Local Authority programme agreements and be the primary document informing the delivery of the Scottish Government's Affordable Housing Supply Programme (AHSP) at the local level. The SLPA will be reviewed and reissued, at least annually, to enable the programme to roll forward and to maintain a minimum 3 year programme planning horizon, based on the most up to date approved SHIP. This means that in years where the SHIP has been updated, the SLPA will be updated to reflect the SHIP. In other years, the SLPA will simply draw on the current SHIP to inform the SLPA. The local authority approved SHIP will normally be the route by which projects will be brought into the SLPA. As part of the SHIP sign-off process, local authority officials should, where possible, get delegated authority to ensure that where projects fall out of the SLPA that they can assign other agreed SHIP projects in their place. For most authorities, these decisions will be taken jointly between Scottish Government and local authority officers and discussed with the appropriate delivery agent. Any windfall projects which post-date the SHIP submission should be assessed using the same methodology to prioritise projects before being added to the programme.
- 4.5 **The Strategic Framework.** In March 2016 the Scottish Government launched More Homes Scotland (MHS) an overarching approach to support the increase in supply of homes across all tenures. The national

vision is for people to live in affordable, quality homes that meet their needs; and housing is seen as fundamental to a strong and prosperous future for Scotland, economically, socially and in terms of general health and well-being. A target of 50,000 new affordable homes across Scotland over the next five years has been set.

- 4.6 At a local level, the new Local Housing Strategy for Argyll and Bute is about to be launched and this will focus on achieving a housing system that makes a strong contribution to thriving and sustainable communities and economic growth, in line with the overarching goals of the Single Outcome Agreement. A key priority for the LHS is to facilitate access to a suitable, sufficient and sustainable supply of affordable housing.
- 4.7 **Prioritising the Programme: Housing Need and Demand (HNDA) and Housing Supply Targets (HSTs)** - Housing development and investment is driven by robust and credible assessments of local housing need and demand; and in July 2016 the Scottish Government's Centre for Housing Market Analysis formally approved the updated Argyll and Bute HNDA as "robust and credible". Key factors determining housing need and demand include the prevailing demographic and economic trends, and in this authority, unlike the rest of Scotland, there is clear evidence of population and household decline undermining economic stability and growth. This is set to continue and actually worsen in the future without major strategic intervention. As a consequence, in most areas of Argyll and Bute this decline would, in principle, generate a surplus in the housing stock and therefore suggest minimal requirements for additional new build. However, in order to address the stated strategic aims of reversing population decline, and supporting economic growth, the Argyll & Bute Strategic Housing Forum in consultation with key partners and stakeholders have unanimously agreed that a deliberate and carefully planned programme of new build should be sustained over the next five years and beyond. Given the underlying demographic trends, this development programme must be clearly, strategically planned, prudently managed, and closely monitored to ensure that there are no adverse, counter-productive outcomes. Purely speculative development, particularly with limited public funding, could actually exacerbate imbalances and create problems within the existing housing system rather than providing positive solutions.
- 4.8 Housing Supply Targets can be set above or below the baseline HNDA, but should reflect some direct link with the assessment of actual need. Other factors which will influence the supply targets include: the strategic considerations outlined above; economic factors which may impact on demand and supply; capacity within the construction sector (which, in the context of this authority, is particularly critical); availability of resources (targets must be realistic and deliverable); impact of the pace and scale of delivery and recent development levels; and changes in existing stock, including planned demolitions and housing brought back into effective use.

- 4.9 On this basis, Housing and Planning Services have proposed a target for affordable housing of 550–650 new affordable homes over the next five years (approximately 110-130 per annum). This is substantially above the HNDA baseline requirement but, while ambitious, challenging and requiring additional resources, it remains feasible; and the proposed programme outlined later in this report actually has potential capacity to exceed this target which is in line with the Scottish Government’s recommendations to over-programme by a minimum of 25% in order to take account of potential slippage. Ultimately, it is unlikely that every project listed in the SHIP will transfer into the SLPA, within the current timeframe.
- 4.10 In terms of distribution by Housing Market Area (HMA), the main need by far is evidenced in Oban & Lorn, the only HMA exhibiting continued growth. Strategically, both Helensburgh & Lomond and Mid Argyll could benefit from further developments; while Cowal, as the HMA most at risk of severe population decline, could be regenerated with judicious development, operating in tandem with improvements in employment opportunities and transport infrastructure. Small-scale developments could also have a significant and positive impact on the Atlantic Islands. However, Bute and Kintyre are relatively well balanced in terms of current supply and demand (annual RSL lets are more than sufficient to address waiting list demand, and there are a number of long-term voids in these areas) and therefore any new build in these HMAs should focus on unsubsidised, private market accommodation.
- 4.11 The new LHS proposes that the majority of the programme should be for social rent (at least 80% of completions), however, alternative tenures such as mid-market rent, shared equity or other low cost home ownership options, will be considered on a site-by-site basis in line with local market conditions and needs. In addition, given the impact of the ageing population, and the particular needs of other sectors of the population including the physically disabled and those with learning disabilities or mental health issues, as outlined in the HNDA, at least 10% of new builds should be purpose-designed as specialist provision. This will include amenity housing, extra-care accommodation, wheelchair homes, and a range of other models. As far as possible, all general needs new builds should be designed to appropriate lifetime, Housing for Varying Needs Standards, to maximise the accessibility for residents whose circumstances and needs will change over time.
- 4.12 Within each HMA, investment is mainly targeted at communities exhibiting the greatest affordable housing pressures. These priorities recognize the importance of investing in small rural communities as well as larger communities. The communities have been identified by consideration of:
- relative and absolute pressure on the existing affordable housing;
 - the ability to meet need in the wider housing market area; and
 - recent investment patterns; as well as
 - deliverability - site ownership, infrastructure/planning constraints, etc.,

4.13 Given that localised “hotspots” or pressured areas may well be masked within the wider HMAs, a more refined evaluation process is also required at the very localised settlement (or letting area) level, to reflect the complex rural and island geography of Argyll & Bute. Therefore, the Council also employs the following key indicators for prioritising specific projects and it is proposed to continue with this methodology for the new SHIP, subject to annual monitoring and review:-

Criteria	Indicator/Evidence
Identified need	HNDA & local updates – total shortfall in affordable housing.
Pressure ratios by settlement	Common Housing Register (CHR) - waiting list applicants per available let on an annual basis.
Homeless Pressure	Scottish Government Statutory Returns (HL1s) - total applicants per HMA & relative time to close cases; number & duration of temporary accommodation cases.
Social stock levels	Proportion of existing RSL stock to total number of dwellings on CTR.
Wider Strategic Fit	Links to, & synergies with, Local Development Plans (including support of the Council’s Key Rural Settlements); wider economic plans or regeneration initiatives (including THI, CARS etc); or other wider community benefits.
Particular Needs	HNDA/CHR/Health & Social Work joint assessment of need – total shortfall for specialist accommodation & evidence from waiting lists or bespoke research.
Risk/Deliverability	Satisfies key development criteria (site ownership; planning consent; resourced; infrastructure constraints).

4.14 Resourcing the Programme: Investment in Affordable Housing in Argyll & Bute.

The Scottish Government funds new build developments primarily via the Affordable Housing Supply Programme (AHSP) and in March 2016 amendments were announced to the original Resource Planning Assumptions (RPA) which had been outlined previously in November 2014. The *minimum* RPA from the Scottish Government’s core development funding stream for this authority for 2016/17 has been increased by 78%, from £6.216m to £11.075m. This is in support of the Government’s enhanced targets to deliver at least 50,000 new homes over the next five years. Beyond 2016/17, RPAs have also been set at enhanced levels as indicated in the following table.

TABLE 1: MINIMUM RESOURCE PLANNING ASSUMPTIONS 2016-2020 (£m)

Argyll & Bute	2016/17	2017/18	2018/19	2019/20	Total
RPA	£11.075	£8.860	£6.645	£4.430	£31.01

Source: Scottish Government Letter of Confirmation, March 2016

4.15 In addition, adjustments to the AHSP benchmark grant levels were also confirmed; with the average grant in rural Argyll & Bute rising from £59k per unit to £72k per unit. Higher subsidies are available for developments

meeting specified “greener” standards of construction and in remote rural areas.

- 4.16 Over the last five years around £41.6m has been invested in Argyll & Bute from the core AHSP. A number of other distinct funding mechanisms have also contributed historically to the overall housing development in this area, including Rural Home Ownership Grants, Rural Homes for Rent, and the Innovation & Investment Fund, but these are no longer available.
- 4.17 Additional funding is required to complement the Scottish Government investment, and in Argyll and Bute this includes a significant contribution from the Council’s Strategic Housing Fund (SHF) as well as housing association investment drawn from private sector borrowing. Over recent years, the Council has provided grants of £25k per unit to “top-up” the government grant, but in light of the increased AHSP benchmark of £13k it has agreed to reduce this grant by an equivalent amount. This means that, while the overall investment available to housing associations will remain unchanged, the Council will be able to support the delivery of more units and maximize the impact of its resource contribution. This reduction was approved by members as an interim arrangement in April 2016 subject to the completion of an evaluation of the 2011-16 SHIP programme. Work on this evaluation is still ongoing and will be the subject of a future report to committee before the end of the year.
- 4.18 In total, around £11.875m has been invested from this source by the Council to support the SHIP over the last five years. As reported to Council in June 2016, the closing balance on the SHF as of 31st March 2016 was £9.359m, with outstanding commitments at that point of £3.705m. The uncommitted SHF balance at the start of 2016/17 therefore was £5.654m and all of this would be required to support the proposed development programme and the previously agreed empty homes grants and loans scheme. Income accruing to the SHF in 2015/16 amounted to £1.992m and this derives from Council tax revenue on second and holiday homes.
- 4.19 In addition to core funding streams, there are a number of complementary or alternative mechanisms and initiatives which may contribute to the delivery of the SHIP. This will include low cost home ownership options such as the Open Market Shared Equity Scheme and the new Help to Buy (Scotland) Scheme; a new Rural Housing Fund open to community bodies as well as RSLs; various guarantees and loans initiatives, such as the National Housing Trust model, to support mid-market rent; a new Housing Infrastructure Fund which will provide loans and grants to unlock strategically important sites for housing and increase the scale of delivery; as well as other mechanisms such as those delivered via planning gain and commuted sums from private developers on sites which are subject to affordable housing quotas or obligations. Other resources that can support the SHIP programme include financial contributions or investment in utilities and infrastructure, including Scottish Water for example. Other non-direct routes for delivering affordable housing in the future could include the Community Empowerment Act; the Scottish Land Fund; and the Croft House Grant Scheme, among others.

4.20 Consultation and Collaboration

The preparation of the SHIP is intended to be viewed as a corporate activity with close working relationships fostered across housing, planning, social work and other internal departments. It is also crucial that the SHIP process is based on collaboration between the Council, RSLs, communities, developers, the Scottish Government and other stakeholders; and that this is evidenced in the SHIP document. In Argyll and Bute, while the Council remains the strategic authority with overall responsibility for the plan, local RSLs and developers are engaged formally and informally throughout the process, and do lead on delivering most of the individual projects. Regular review meetings are held with SHIP officers from the Council, RSLs, and the Scottish Government, and all proposals and decisions are considered by the overarching, multi-agency Strategic Housing Forum. Updates are also being tabled at local area community planning groups; and at the level of specific projects, sites and settlements, a range of community representatives and individual residents are routinely engaged and consulted. In recent years, a number of local community councils and development trusts have pro-actively engaged in the SHIP process, undertaking localised HNDAs, with Council support, to feed into the process and contributing to discussions on the project proposals.

4.21 Current Progress: Outputs 2011-2016

The previous LHS and SHIP set a cumulative target of 550 new affordable homes over the five year period to March 2016. This averaged 110 units per annum, however, it was acknowledged that the rate of delivery would be subject to constant fluctuation year on year. In the event, the target was successfully achieved, as illustrated below.

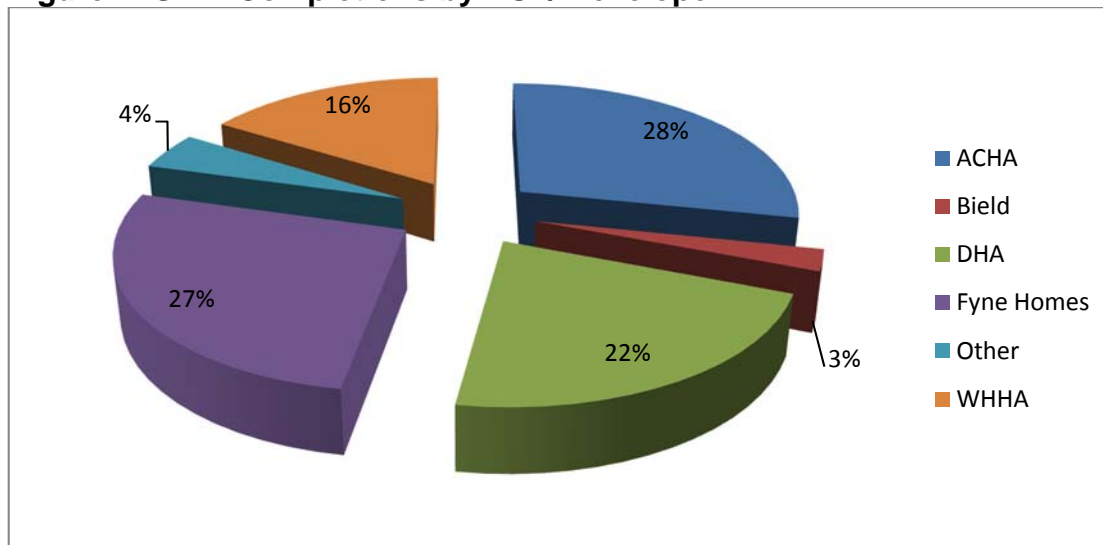
Table 2: SHIP New Build Homes by HMA

Housing Market Area	Completions 2011-2016	%
Helensburgh & Lomond	114	20.6%
Mid Argyll	121	21.8%
Kintyre	34	6.1%
Islay, Jura & Colonsay	28	5.1%
Bute	25	4.5%
Cowal	62	11.2%
Oban & Lorn	130	23.5%
Mull & Iona	33	6.0%
Coll & Tiree	2	0.4%
** various	5	0.9%
Total	554	100.0%

** These include low-cost home ownership initiatives supported by Scottish Government funding, mainly for individuals and private developers. They comprise: Rural Home Ownership Grants (no longer available); Open Market Shared Equity; and Help To Buy.

4.22 There were 460 general needs new homes (83%) and 94 purpose-designed specialist provision (17%). The majority of these new homes were provided by local RSLs, with a few being delivered by private developers or individuals, as illustrated below.

Figure 2: SHIP Completions by RSL/ Developer



4.23 The Revised Programme 2016/17 – 2020/21

The current year, 2016/17, is covered by the SLPA and the new SHIP is intended to commence from 2017/18. The programme is subject to ongoing change as barriers to progress and windfall opportunities arise. Consequently, the following tables simply summarise all proposals at the time of writing, including those projects which were completed in the first quarter of this year and for which funding has already been drawn down. It should be noted that the status of many future projects, particularly in the later years, remains provisional and purely indicative at this stage; some may not proceed within the timescale. However there is also scope for additional proposals to be brought forward or included in earlier years. **Tables 4.1, 4.2 and 4.3** below itemise all the developments which are in the core programme from 2016/17 which equates to 528 units in total. **Table 5** outlines 531 units which could be delivered in future years.

Table 4.1: SHIP Projects – completed in 2016/17 (Quarter 1)

Project address	Developer	Tenure	Units
Helensburgh, East King Street	DH	SR	24
Kilmun	FH	SR	8
Iona	IHP/WHHA	SR	5
A&B Total			37

Table 4.2: SHIP Projects – Onsite or Approved, 2016/17

Project address	Developer	Tenure	Units
Ardenslate	ACHA	SR	8
Victoria Park	ACHA	SR	5
Connel Phase 2	ACHA	SR	10
Glenshellach Phase 7	ACHA	SR	17
Connel Phase 3	ACHA	SR	10
Succoth phase 1	DH	SR	26
Succoth phase 2	DH	SR	12
St Cuthberts, Dunoon	FH	SR	17
Spence Court Dunoon	FH	SR	16
Luss	Link	SR	5
Imereval Port Ellen	WHHA	SR	18
Lochdon, Mull	WHHA	SR	6
Benderloch Phase 2	WHHA	NSSE	4
Benderloch Phase 2	WHHA	SR	8
Argyll & Bute Total			162

Table 4.3: SHIP Projects – Tender Approvals Anticipated, 2016/17

Project address	Developer	Tenure	Units
Coll	ACHA	SR	2
Bowmore Phase 3	ACHA	SR	20
Jutland Court, Helensburgh	ACHA	SR	16
North Connel	ACHA	SR	1
Glenshellach phase 10	ACHA	SR	8
Glenshellach phase 11	ACHA	SR	24
Glenshellach phase 12	ACHA	SR	18
Cairnbaan 2 off the shelf	ACHA	SR	2
Connel 4 off shelf	ACHA	SR	4
Barran, Kilmore	ACHA	SR	6
Inveraray Site Acquisition	ACHA	SR	10
Keills Site Acquisition	ACHA	SR	4
Golf Club Helensburgh	DH	SR	75
Portavadie	FH	SR	20
Strachur	FH	SR	4
Minard	FH	SR	6
Lochgilphead Sites A& B	FH	SR	30
Lochgilphead Site C –off the shelf	FH	SR	6
Dunbeg Phase 2	Link	SR	25
Benderloch	WHHA	SR	12
Jura	WHHA	SR	6
Tobermory	WHHA	SR	12
Oban Town Centre	WHHA	SR	8
Colonsay	WHHA	SR	5
Dervaig, Mull	WHHA	SR	5
Argyll & Bute Total			329

Table 5: Potential SHIP Projects from 2017/18

Project address	Developer	Units
Other Oban	ACHA	30
Jutland Court Helensburgh phase 2	ACHA	16
St Josephs, Helensburgh	ACHA	20
Cardross	ACHA	20
Garelochhead	ACHA	10
Luss	ACHA	4
Rhu	ACHA	6
Oban Town Centre	ACHA	8
Tarbert	ACHA	6
Tigh Rhuda, Tiree (PCC)	ACHA	10
New Site Helensburgh	DH	18
Dunbeg Phase 3	LINK	55
Sawmill Site Helensburgh	LINK	25
Dunbeg Phase 4	LINK	65
Dunbeg Phase 5	LINK	60
Dunbeg Phase 6	LINK	40
Dunbeg Phase 7	LINK	40
Ganavan, Oban	LINK	40
Port Appin	WHHA	6
Bunessan	WHHA	8
Barcaldine	WHHA	8
Salen	WHHA	8
North Connel	WHHA	12
Imereval Port Ellen Phase 2	WHHA	8
Port Charlotte	WHHA	8
Total		531

- 4.24 The Council has also been supporting community developments out with the core AHSP funding programme, and this includes the ongoing development of 2 units at Ulva on Mull. A review of assets and the available landbank will also inform Council policy on the potential for providing serviced plots for sale for affordable housing development; and the outcome of a self-build/custom-build pilot in Highland Council will also be closely monitored and any useful learning points will be considered for future action. Other opportunities or potential windfall sites such as Whytefield Port Ellen and Ardrishaig will be reviewed on the basis of need once the impact of current developments is evaluated.
- 4.25 A Strategic Delivery and Development Framework between the Council and HMNB Clyde has recently been put in place to provide the framework for an enduring and mutually supportive relationship between HM Naval Base Clyde and Argyll and Bute Council to achieve maximum benefit for the Base and the wider community of Argyll and Bute. This includes the establishment of a working group to consider the accommodation needs which will arise from the establishment of the HMNB Clyde as the Royal Navy's UK Submarine Centre of

Specialisation. The SHIP will therefore require to take full account of the associated emerging accommodation needs in the Helensburgh and Lomond area.

4.26 Housing Adaptations

The integrated Health and Social Care authority was formally established in April 2016, and a statutory Housing Advice Note published in September 2015 sets out the role of Housing in relation to this new body. This includes a requirement for the new partnership to produce a Housing Contribution Statement as part of its Strategic Commissioning Plan. As a minimum this is required to set out the arrangements for carrying out housing functions delegated to the Integration Authority, which will include housing adaptations for private sector tenants but **not** for RSL tenants. Responsibility for identifying the level of adaptations needed and funding required now rests nominally with these Partnerships. Nevertheless, it is expected that local authorities refer to partnerships within the SHIP and provide brief details of how processes for identifying and funding adaptations are being progressed. The Council Housing Service will continue to administer this function and budget on behalf of the Partnership in the short term and future updates will review the longer-term arrangements for this process.

4.27 Impact Assessments

In preparing the SHIP, as in all aspects of housing policy and planning, the Council has taken account of the housing needs of all the communities we serve, and continues to address equalities issues and adhere to principles of diversity and equality. The updated HNDA provides robust evidence of accommodation and support needs across the range of equalities categories, and these have been translated into the SHIP priorities. An overarching equality impact assessment is being completed for the LHS and this will inform our assessment of the impact of the SHIP, and how the strategic aims are embodied in the housing priorities of the programme. However, as the responsible authority for the purposes of the relevant 2005 Act, the Council has determined that a Strategic Environmental Assessment (SEA) is not required for the LHS or SHIP.

5.0 CONCLUSION

- 5.1 The Scottish Government will review the SHIP in line with the process agreed jointly with COSLA. Their appraisal will therefore take account of the following: the extent to which the SHIP delivers LHS Outcomes; the extent to which it is feasible to deliver; the local authority's contribution to the delivery of the programme, both in terms of its facilitation role and in terms of maximisation of resources; evidence that the Council is supporting the efficient delivery of the SHIP; evidence of stakeholders' involvement in developing the SHIP and in the implementation of proposals; and the extent to which it takes account of equality issues.

6.0 IMPLICATIONS

- 6.1 **Policy:** Proposals are consistent with current Council policy, including the revised policy in respect of the use of Strategic Housing Fund monies. The SHIP supports the Local Housing Strategy vision and outcomes which are directly aligned with the overarching objectives of the Single Outcome Agreement, in particular SOA Outcome 2 – we have infrastructure that supports sustainable growth.
- 6.2 **Financial:** The proposals are based on the Resource Planning Assumptions provided by the Scottish Government; the Strategic Housing Fund and RSL private finance. There will be an ongoing requirement to target SHF resources to support the proposed programme. Additional resources will be required to deliver the proposed programme in full.
- 6.3 **Legal:** The submission of the SHIP will meet our statutory duties, and following its approval, Strategic Local Programme Agreements will be concluded between the Council and Scottish Government.
- 6.4 **HR:** None
- 6.5 **Equalities:** The proposals are consistent with aims and objectives set out in the local housing strategy, which is subject to an EQIA.
- 6.6 **Risk:** Risk assessment is an integral part of each development and will be considered as the programme moves forward. The SHIP is required to show how risk will be managed.
- 6.7 **Customer Service:** The proposals will deliver increased access to a range of suitable, affordable housing options.

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Acting Executive Director Community Services

Cllr Robin Currie
Policy Lead Community and Culture, Gaelic and Strategic Housing

8 September 2016

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES
COMMITTEE****COMMUNITY SERVICES****8 SEPTEMBER 2016**

EMPTY HOMES UPDATE

1.0 EXECUTIVE SUMMARY

- 1.1 This report updates Members on the empty homes issue and outlines the activity which assists owners to bring empty homes back into use.
- 1.2 The number of empty and second/holiday homes in Argyll and Bute equates to over 10% of housing stock on the Council Tax register. The condition of empty and under-utilised properties varies considerably. Those which are poorly maintained and/or abandoned can have significant, detrimental impacts, on our local communities and negatively impact on the financial resources of the local authority.
- 1.3 Bringing empty homes back into use, therefore, is a key component of the Local Housing Strategy that aims to increase the supply of affordable housing and make best use of existing housing stock.

1.4 RECOMMENDATIONS

It is recommended that the Community Services Committee notes the content of the report.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES
COMMITTEE

COMMUNITY SERVICES

8 SEPTEMBER 2016

EMPTY HOMES UPDATE

2.0 INTRODUCTION

- 2.1 This report updates Members on the empty homes issue and outlines the activity which assists owners to bring empty homes back into use.
- 2.2 The number of empty and second/holiday homes in Argyll and Bute equates to over 10% of housing stock on the Council Tax register. Encouraging owners to bring their empty homes back into use can have many benefits. It not only helps meet local housing need and demand but improves the condition of properties; the amenity of neighbourhoods; provides economic benefits; and contributes to sustainable communities.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee note the content of the report.

4.0 DETAIL

- 4.1 **Number of Empty Homes.** The number of registered empty homes in Argyll and Bute changed significantly between 2013 and 2014 following a number of reviews and cleansing of the Council Tax register, prior to changes to the charging policy for empty homes. From the 1st April 2014 properties which have been unoccupied for more than one year are subject to double council tax. There are limited exceptions to this depending on individual circumstances. Table1 below highlights the number of empty homes registered in Argyll and Bute at the end of the last four financial years 2012-13 to 2015-16. The figures show that the numbers fluctuate considerably and this can be for a wide range of reasons. However, there are now systems in place which show the positive impact of the collaborative working between the Empty Homes Officer and Council Tax.

Table 1: COUNCIL TAX REGISTER	March 2013	March 2014	March 2015	March 2016
ALL properties	46,376	46,506	46,723	46801
2nd / holiday home	3,443	3,276	3,350	3,133
50% discount	169	9	15	272
Exempt empty properties*	815	702	754	751
Long-term empty	577	1,441	1,075	1,153
200% charge properties included in above long-term empty figure	n/a	893	652	637

* **50% discount applies to:** New owners for 6months; Job related properties; and some purpose built holiday homes.

***Exempt empty categories include:** New Dwellings; An Unoccupied Dwelling – Renovation; Empty Dwellings-Existing; Dwellings/Living or detained elsewhere; Deceased Owners; Dwellings Empty Under Statute; Repossessed Dwellings; Dwellings of persons made bankrupt.

- 4.2 **Number of Empty Homes Brought Back into Use.** Overall, the number of long term empty properties has increased over the last four years so this does not give a true reflection of the number which have been brought back into use through the intervention and support of the Empty Homes Officer. Annual figures are reported for the Local Housing Strategy and are based on cases where the Empty Homes Officer, or a member of Housing Services staff have provided the owner/s with advice to bring the property back into use. In total these interventions have returned 288 long term empty properties to useful occupation.

Table 2: EMPTY HOMES BROUGHT BACK INTO USE	2012/13	2013/14	2014/15	2015/16
Argyll and Bute	19	60	136	73

- 4.3 **Assistance for Empty Homes Owners.** The Empty Homes Officer can support owners in a number of ways. The options and assistance available depends on the individual circumstances of the owner and the empty property. Data sharing information with council tax has been an integral tool in providing owners with accurate information and the work done by the Empty Homes Officer helps to verify council tax records.

- **Advice and Assistance.** The most effective tool is the provision of tailored information and advice. The Empty Homes Officer can provide information on a range of factors associated with empty properties: property condition; financial assistance; legal guidance; renting and selling property.
- **Grants and Loans.** There may be discretionary Empty Homes Grant and Loan funding that owners can apply for when the property has been

registered empty for more than three years depending on the end use of the property and owners circumstances.

- **Builder Merchant Discounts.** The Empty Homes Officer has negotiated a range of Builder's Merchants discounts, offering preferential rates for empty home owners renovating properties following a referral from the Empty Homes Officer. The service is continually being developed with new suppliers joining the scheme nationally and locally.
- **VAT.** Empty home owners renovating properties may qualify for a reduced VAT rate of 5% if the property has been empty for over two years. A rate of 0% may apply if the property has been empty over ten years and will be owner occupied on completion of renovations.
- **Matchmaking Service.** The matchmaker scheme aims to match empty property home owners who would like to sell their property with people who want to buy an empty property. The service is free and both sellers and potential buyers can register for the scheme.

4.4 **Significant Challenges.** Despite the range of options available to assist owners there are a number of complex cases which present particular problems. These range from: identifying ownership; tracing liable persons; owner(s) unable to sell the property; and lack of maintenance leading to severe disrepair. Intensive investigative work carried out by the Empty Homes Officer has resulted in long term absent owners being traced. Whilst making contact is a positive step, it can still take a significant amount of work and time for action to be taken to address problems and bring the home back into use.

4.5 **Deceased Owners.** Detailed analysis and investigation into the circumstances around empty homes has highlighted the fact that some of the most difficult cases arise when the owner has been deceased for a significant number of years and the property has remained empty due to no Grant of Confirmation being issued for the Estate. Council Tax records estimate that there are approximately 259 properties in Argyll and Bute that are empty and exempt from Council Tax. This figure doesn't include those Executor accounts which are liable for Council Tax.

Table 3: A&B COUNCIL TAX DECEASED OWNER EXEMPTION FIGURES	
Class 6A - Deceased owners as at 31st March 2016	no. of properties
Empty less than 1 year (2016)	101
Empty 1-2 years (2014-2015)	137
Empty 3-5 years+ (2011-2013)	10
Empty 6-9 years + (2007-2010)	4
Empty 10 years+ (2006 & earlier)	7
TOTAL	259

These cases represent significant potential lost revenue for the council as is illustrated in the example below.

Lost Revenue - Example

The standard Council Tax for a Band A property is £785.33 per annum (excl water & sewerage). Basing a calculation on exempt properties on minimum Council Tax this could equate to over £200k lost revenue annually. £785.33 x 259 = **£203,400**

- 4.6 There is no legislative guidance that limits the timeframe for concluding the Estate of a deceased person. As this is an issue which is not restricted to Argyll and Bute alone the Empty Homes Officer has raised the matter with the national body which has been established by the government to tackle long term empty homes. The Scottish Empty Homes Partnership (SEHP) has subsequently requested information on the number of cases which fall into this category from all other Local Authorities in Scotland. Once this information is collated Argyll and Bute Council will work with SEHP to ascertain what further action/research is required to improve the situation.
- 4.7 The service will continue to tackle empty properties by establishing ownership; advising and guiding owners on ways to bring their property back into use; working pro-actively with other council services to take a joined up approach to regeneration of town centre empty properties and dangerous buildings. By working in partnership with owners and other council services the service makes an important contribution to achieving strategic objectives.

5.0 CONCLUSION

- 5.1 Long term empty homes can have many negative impacts and blight our communities. Action to bring homes back into use can have positive outcomes for owners; neighbours; communities; population and our economy. The Empty Homes Officer provides a dedicated resource within Argyll and Bute to tackle the issue.

6.0 IMPLICATIONS

- 6.1 Policy – Empty Homes work contributes to Outcome 2 of the Single Outcome Agreement and is a key component of the Local Housing Strategy.
- 6.2 Financial – Empty Homes Grants and Loans are allocated from previously ring-fenced Strategic Housing Fund. Empty Homes impacts directly on council tax revenue
- 6.3 Legal – None
- 6.4 HR - None
- 6.5 Equalities – None
- 6.6 Risk – Failure to pro-actively tackle empty homes would risk further deterioration of our built environment and potentially lost council tax revenue.
- 6.7 Customer Service - The information, advice and support provided by the Empty Homes Officer enhances services for our customers.

Ann Marie Knowles
Acting Executive Director of Community Services

Councillor Robin Currie
Policy Lead Community and Culture, Gaelic and Strategic Housing
8 September 2016

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

CUSTOMER SERVICES

8 SEPTEMBER 2016

REMIT OF COMMUNITY SERVICES COMMITTEE

1.0 EXECUTIVE SUMMARY

- 1.1 The key purpose of this report is to provide an update on the remit of the Community Services Committee following the inception of the Argyll and Bute Health and Social Care Partnership and the Integration Joint Board (IJB).
- 1.2 It sets out key responsibilities which have transferred to the IJB and outlines the key responsibilities of the Committee as incorporated into the review of the Constitution undertaken by Council in June 2016.

Recommendation

- 1.3 The Committee is invited to note the revised remit of the Community Services Committee.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

CUSTOMER SERVICES

8 SEPTEMBER 2016

REMIT OF COMMUNITY SERVICES COMMITTEE

2.0 INTRODUCTION

- 2.1 The key purpose of this report is to provide an update on the remit of the Community Services Committee following the formal inception of the Argyll and Bute Health and Social Care Partnership and the Integration Joint Board (IJB) on 1st April 2016
- 2.2 It sets out key responsibilities which have transferred to the IJB and outlines the key responsibilities of the Committee as incorporated into the review of the Constitution undertaken by Council in June 2016.

3.0 RECOMMENDATION

- 3.1 The Committee is invited to note the revised remit of the Community Services Committee.

4.0 DETAIL

- 4.1 The Integration Joint Board has been operating as a shadow Board since April 2015 and came into formal being on 1st April 2016. It was established by The Public Bodies (Joint Working) (Scotland) Act 2014 which provides a framework for the effective integration of adult health and social care services. The Integration Joint Board in Argyll and Bute (IJB) was established in statute and is responsible for the strategic planning of the functions delegated to it and for ensuring the delivery of those functions through the directions issued by it under section 25 of the Act.
- 4.2 Argyll and Bute Council agreed to delegate the following functions to the IJB:
- Older Peoples Services (Fieldwork Services including Admin/Care Homes /Day Care/Home Care)
 - Adult Care (Learning Disability fieldwork/Resource Centres/ Mental Health Fieldwork/ Resources, ABAT fieldwork services, Sensory Impairment)
 - Children and Families (All) fieldwork services/Resources units/ Fostering and Adoption/Children Affected Disability/ Service
 - Development/Criminal Justice
- 4.3 Delegation of these functions has impacted on the remit of the Community Services Committee and this has been incorporated into the most recent review of the Council Constitution as considered by Council in June 2016. The revised remit of the Committee is set out at Appendix 1 to this report.

4.4 The Council Constitution, as reviewed at Council in June 2016, provides for the Community Services Committee the remit to consider and to offer comment on policy proposals in respect of those areas no longer within its direct remit and now delegated to the Argyll and Bute Integration Joint Board:-

- Children and Families and Adult Social Work Services
- The relevant functional areas relating to children and families and adult social work services, criminal justice services, child and adult protection, corporate parenting, school hostels and community justice social work services.

4.5 It should be noted that the IJB has a distinct legal personality and the autonomy to manage itself to achieve the objectives and outcomes as captured in its strategic plan.

5.0 CONCLUSION

5.1 The Committee is invited to note the revised remit of the Community Services Committee following the inception of the Argyll and Bute Health and Social Care Partnership and the Integration Joint Board on 1st April 2016 and the formal transfer of agreed delegated functions.

The Committee has a key role in terms of providing strategic focus and scrutiny of key policy issues on behalf of Argyll and Bute Council and this is underpinned in the Constitution.

6.0 IMPLICATIONS

6.1 Policy : Provides clarity on strategic focus on policy issues.

6.2 Financial : N/A

6.3 Legal : Clarifies extent of remit of Committee.

6.4 HR : N/A

6.5 Equalities: N/A

6.6 Risk: N/A

6.7 Customer Service: N/A

Douglas Hendry

Executive Director of Customer Services

1st August 2016

For further information contact: Tricia O'Neill, Central Governance Manager Tel: 01546 604384

APPENDICES

Appendix 1: Extract from Constitution June 2016 – Remit of Community Services Committee

Extract from Constitution June 2016 – Remit of Community Services Committee

2.3 Community Services and Environment, Development and Infrastructure Committee

2.3.1 (1) Advise the Policy and Resources Committee and the Council in the development of service objectives, policies and plans concerned with service delivery within the functional areas noted below and manage performance.

(2) Monitor and review achievement of key outcomes in the Service Plans within the functional areas noted below by ensuring best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus.

(3) Subject to the exclusions from and limitations of delegations set out in this scheme, and the terms of reference and authority of the Policy and Resources Committee, each Committee is authorised to discharge the powers and duties of the Council within the functional areas noted below in accordance with the policies of the Council, and the relevant provisions in its approved revenue and capital budgets.

(4) Undertake community engagement in terms of Council's community engagement strategy in respect of their service area.

Community Services Committee

All of the functional area within the Community Services department not otherwise reserved to the Council or the Policy and Resources Committee including, without prejudice to the foregoing generality, the following:-

- Education and Lifelong Learning
The relevant functional areas relating to schools education, educational psychology, early learning and childcare, youth services, and lifelong learning. For the avoidance of doubt, it shall discharge the powers and duties as education authority, and in relation to those functions, the dismissal of a teacher whose contract of employment incorporates the Strathclyde Regional Council Conditions of Service for Teachers in Day Schools
- Communities and Culture
- Libraries, halls, arts and culture.
- Community Planning
- The relevant functional areas relating to housing and homelessness, community learning and development, libraries and culture, leisure and sport.

In respect of the following matters now delegated to the Argyll and Bute Integration Joint Board to consider any policy proposals in respect of the following areas and to offer comment thereon:-

- Children and Families and Adult Social Work Services
- The relevant functional areas relating to children and families and adult social work services, criminal justice services, child and adult protection, corporate parenting, school hostels and community justice social work services.

Community Services Committee Work Plan 2016-17

September 2016: This is an outline plan to facilitate forward planning of reports to the Community Service Committee.

Date	Paper Designation	Lead Service/ Officer	Regularity of occurrence/ consideration	Comment
Thursday 8 September 2016				
	Performance Report FQ1 2016/17	Community Services Directorate	Quarterly	
	Strategic Housing Investment Plan 2017/18-2021/22	Community & Culture		
	Remit of Community Services Committee	Customer Services		Requested at CS mtg 10 March 2016
	Education Vision and Strategy	Education		Agreed at June 2016 meeting that update would be provided to September meeting following the consultation.
	Delivering Excellence and Equity in Scottish Education	Education		
	Inspection of the Education Functions of Argyll and Bute Council (INEA)	Education		
	Revised School Inspection Framework by Education Scotland	Education		
	ASN Review Update	Education		
	Education Digital Learning and Teaching Strategy Update	Education		
	Parental Involvement Strategy	Education		
	Skipness Primary School	Education		
	Presentation on Adult Learning & Literacies Service	Community & Culture		
	Empty Homes Update	Community & Culture		
Thursday 8				

Community Services Committee Work Plan 2016-17

December 2016				
	School Holidays 2017/18	Education		Agreed at June 2016 meeting that pattern would be provided to September meeting for consideration. Noted at August Pre Agenda that this would come to Dec 2016 mtg.
Future Reports – dates to be determined				
	Dunclutha New Build	Community Services – Morag Brown and Billy Moore		
	Establishment of Leisure Trust	Community & Culture		
	Rezoning requests - Kerrera/Achahoish	Community & Culture		
	Education (Scotland) Act 2016	Education		Update report to future meeting requested at CS meeting on 10 March 2016 (once Council has received additional statutory guidance which considers the implications for Council and the actions necessary to comply with the new statutory duties).
	Draft Service Plans 2017/18	Education and Community & Culture		
	Hermitage Academy Curriculum Review	Education		Agreed at CS meeting on 2 June 2016 that a further progress report be provided to a future meeting.